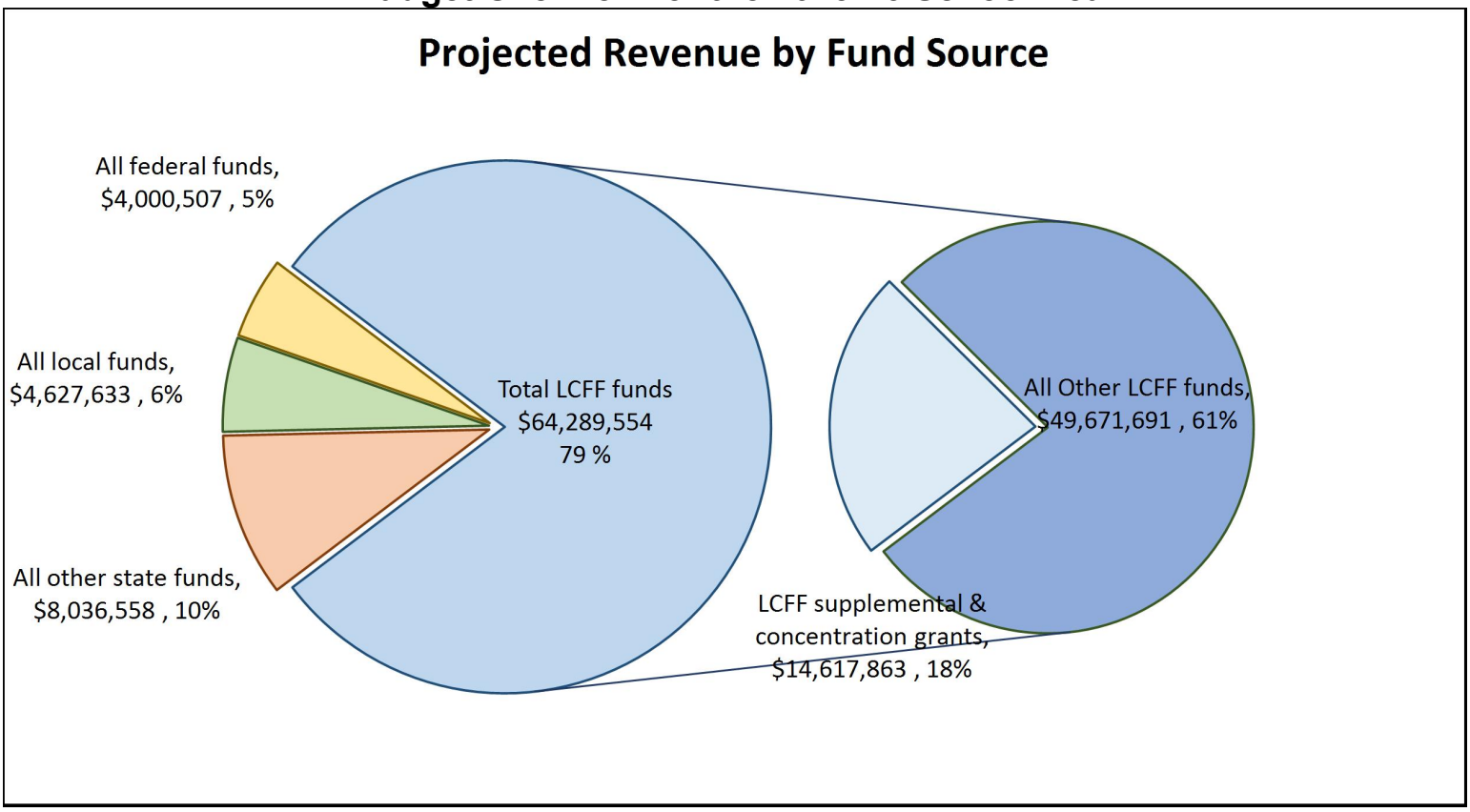
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union High School District
CDS Code: 13631150000000
School Year: 2025-26
LEA contact information:
David Farkas
Superintendent
dfarkas@mycuhsd.org
760-336-4515

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

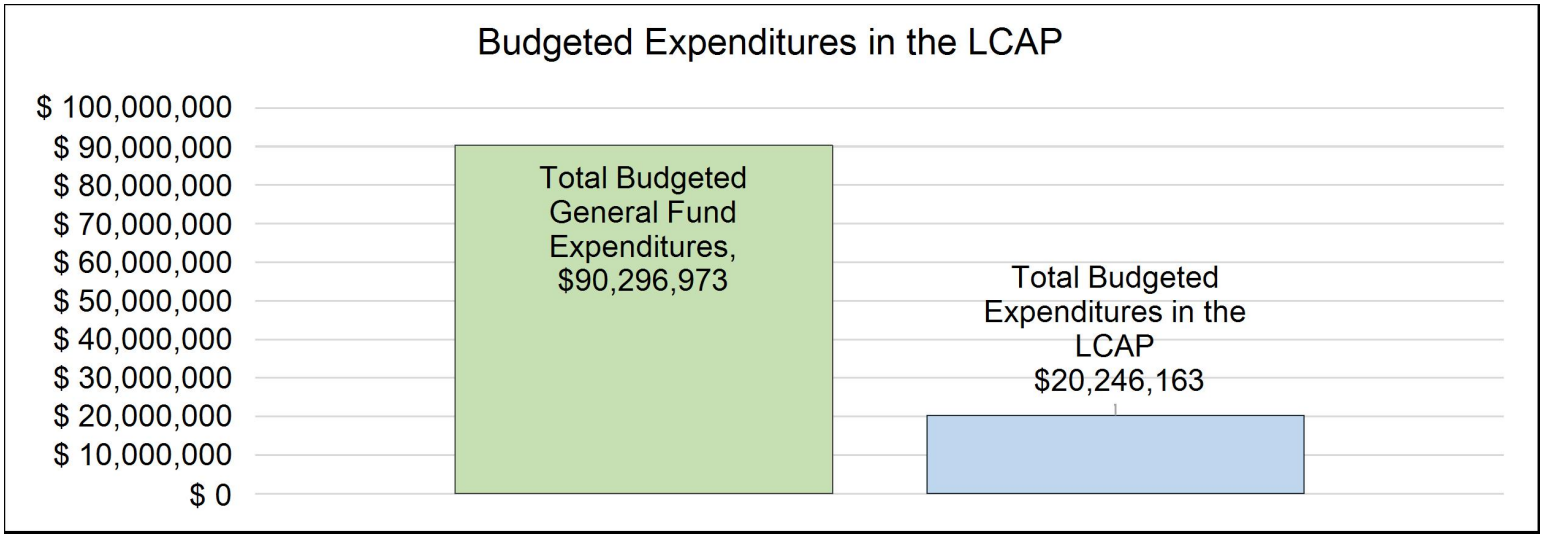


This chart shows the total general purpose revenue Central Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union High School District is $80,954,252, of which $64,289,554 is Local Control Funding Formula (LCFF), $8,036,558 is other state funds, $4,627,633 is local funds, and $4,000,507 is federal funds. Of the $64,289,554 in LCFF Funds, $14,617,863 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Central 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: Central Union High School District plans to spend $90,296,973 for the 2025-26 school year. Of that amount, $20,246,163 is tied to actions/services in the LCAP and $70,050,810 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

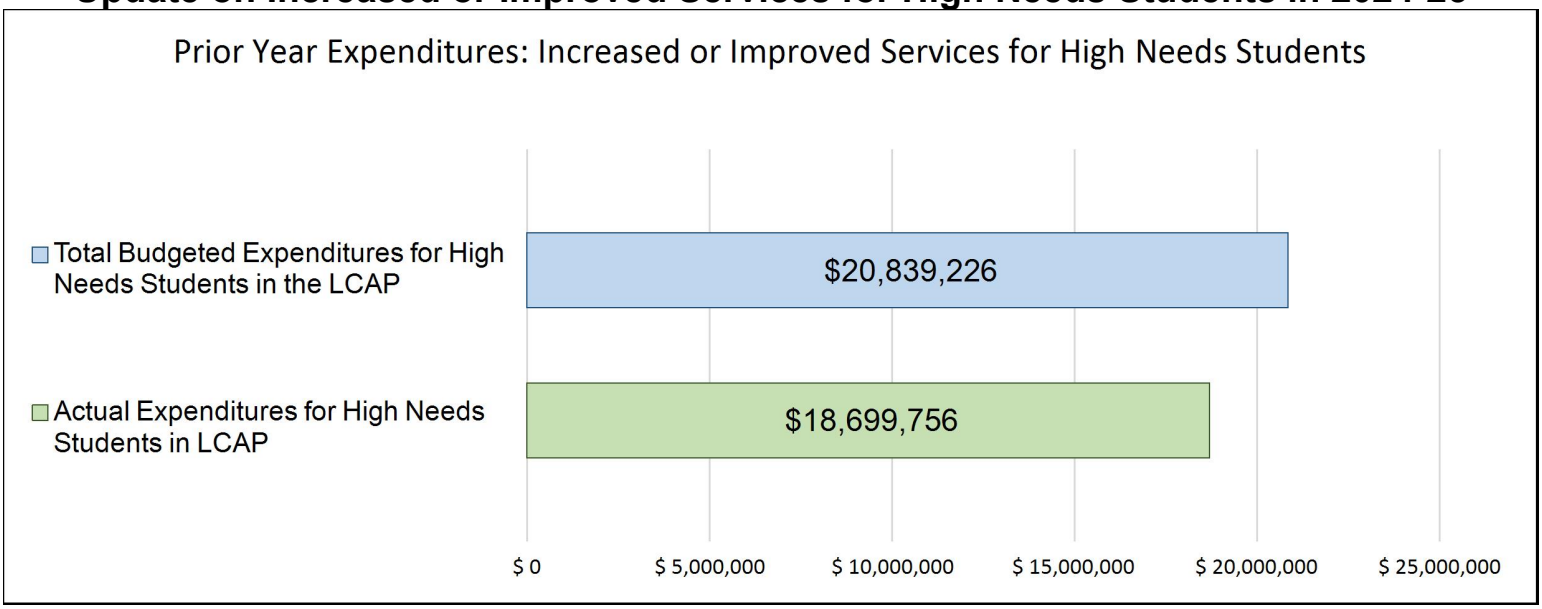
The budgeted expenditures not included in the LCAP will be used for certificated and classified salaries, employee benefits, books and supplies, and other operating expenses for the District.

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

In 2025-26, Central Union High School District is projecting it will receive $14,617,863 based on the enrollment of foster youth, English learner, and low-income students. Central Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union High School District plans to spend $14,697,972 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 Central 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 Central 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, Central Union High School District's LCAP budgeted $20,839,226 for planned actions to increase or improve services for high needs students. Central Union High School District actually spent $18,699,756 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,139,470 had the following impact on Central Union High School District’s ability to increase or improve services for high needs students:

CUHSD actually overbudgeted overall in the LCAP for 24-25 based on the fact that projected numbers were different (lower) than P2 numbers. We are actually not carrying over any dollars into 25-26. We were able to hire most staff and support most activities.

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
Central Union High School District	David Farkas Superintendent	dfarkas@mycuhsd.org 760-336-4515

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.

Central Union High School District is located in the Imperial Valley in the city of El Centro, a community of 44,158 residents. It is situated in the southeast corner of California and is bordered by Baja California, Mexico, to the south, Riverside County to the north, Yuma County, Arizona, to the east, and San Diego County to the west. Imperial County is the ninth largest county in California covering almost 4,200 square miles of desert sand, rugged mountains, and 600,000 acres of high-quality farmland. The community is primarily rural, and the area's major occupations are farming and its allied services, military and civilian government work, and small businesses. Agriculture is the second largest employer while government employment comprises the greatest percentage of the county's workforce. The nearest urban United States city is San Diego which is 120 miles to the west with a population of over 1,300,000. The border city of Mexicali is twelve miles away with a population of over 1,000,000. The two Imperial County ports of entry are among the busiest in the nation.

On the CDE Dashboard for 2024, Central Union High School District has an enrollment of 4,023 students spread among five high schools (2 comprehensive sites, 1 alterntive high school, and 2 schools of choice including a virtal academy). Of the 4,023 students enrolled, 95.8% of students are Hispanic, 2.4% White, 0.7% Asian, 0.6% African American, 0.1% Filipino, 0.1% American Indian, and 0.1% who reported two or more races. Additionally, 76% of students are considered socioeconomically disadvantaged, 25% are English Learners, 0.3% are Foster Youth, and 12.1% are Students with Disabilities. The district also offers a growing adult education program that serves over 140 adults in the community. Students identified as English learners (EL) comprise 25% of the student population; the vast majority of whom speak Spanish in the home. Our LCFF Unduplicated count is 3116 (76.56%). There are 12 (.30%) students identified as Foster Youth and 256 (6.29%) students identified as experiencing homelessness.

Central Union High School has an enrollment of 2006 students (1517 students counted in the Unduplicated population). Southwest High School has an enrollment of 1846 students (1393 counted in the unduplicated number). Desert Oasis has an enrollment of 138 students (134 counted in the unduplicated number). Mt. Signal has an enrollment of 60 students (52 counted in the unduplicated number). And, Phoenix Rising has an enrollment of 20 students (20 counted in the unduplicated number).

Desert Oasis High School and Mount Signal Virtual Academy qualify for Equity Multiplier funding. Phoenix Rising no longer qualifies. Mt. Signal will be closing; those carryover dollars will follow the students currently enrolled for support.

The Central Union High School District (CUHSD) offers a well-rounded and diverse curriculum which provides students a broad range of opportunities that allows them to focus their learning in areas of interest. Advanced Placement, International Baccalaureate, AVID, Visual and Performing Arts, and a variety of Career Technical Education pathways are just some of the options that are available to students. Specialized instruction for English Learners, Migrant, and Special Education students enhances the educational programs of eligible pupils. In addition, a multitude of extra-curricular activities, including clubs and athletics, expand the opportunities for students to be involved in ways that positively connect them to school.

Based on these demographics, the vast majority of CUHSD’s planned services are aimed at improving the educational experiences of low income pupils, English Learners, Students with Disabilities, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. Most services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design and corroborated by scholarly research, a “schoolwide” approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Many students who are not included in an unduplicated category do not require and, therefore, choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

Post pandemic planning and instruction have required a concerted effort and focus on reengaging students, providing support to families, and creating a blended environment for students and staff where the use of technology becomes a learning tool and a regular part of the experience for all students in CUHSD. Intentional instructional planning, use of technology and other engagement strategies have been the focus of professional development. We have also been focusing on “connection before content" and equity for each and every student, especially those in marginalized groups. Much planning has occurred to prepare for improvement in the 25-26 school year with professional development continuing in the areas of Teacher Clarity for strategic planning and intentional planning, assessment, and engagement strategies. Additionally, through a partnership with WestEd in the area of inclusion, we are working to ensure that Students with Disabilities' needs are more fully met and that our instruction through various methods of engagement and structure is addressing the needs of students who are struggling. Through the Comprehensive Support and Improvement, Differential Assistance, and Compliance and Improvement Monitoring Processes, the District has also identified areas for improvement and is focusing in on supports and services for Students with Disabilities, English Learner students, and Dually Identified students at our schools. Coteaching was implemented in Algebra 1 classes in the 24-25 school year, which involves general education and special education teachers working together to teach students in the least restrictive environment, ensuring students with special needs are supported in the general education classroom. Research suggests that co-

teaching can lead to positive outcomes for students, including improved academic performance and increased social-emotional growth. This endeavor will be expanded in the 25-26 school year to include Geometry, English 10, and English 11.

The District also has a vibrant Career Technical Education Program offering pathways in 7 industry sectors at Central (Residential and Commercial Construction, Financial Services, Engineering Technology, Biotechnology, Information Support and Services, Public Safety, and Design, Visual, and Media Arts), 2 industry sectors at Desert Oasis (Personal Services and Information Support and Services), and 7 industry sectors at Southwest (Agriculture & Natural Resources, Financial Services, Patient Care, Food Service & Hospitality, Public Safety, and Arts, Media, & Entertainment). Central also hosts a Dual Enrollment CTE "pathway" in Transportation where students take college level courses during their school day working toward an automotive certificate through Imperial Valley College.

We are committed to increasing student achievement through a purposeful,intentional, and effective instructional program by engaging all students in academically rigorous learning with lots of choice for student learning opportunities.. All staff will be provided professional development to enhance professional practices that lead to the academic achievement of our students. Parents, community and staff will work collaboratively to support students in achieving their personal, social-emotional, and career goals. Our goal is to ensure that we prepare all students to be college and career ready, allowing them to compete and succeed in a global society.

Reflections: Annual Performance

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

CALIFORNIA SCHOOL DASHBOARD DATA

STUDENT GROUPS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE GROUP ON ONE OR MORE INDICATORS ON THE 2023 DASHBOARD:
Students with Disabilities: Pupil Achievement - ELA, Broad Course of Study - College and Career
English Learners: Pupil Achievement - ELA
Foster Youth: School Climate - Suspension Rate

STUDENT GROUPS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE GROUP ON ONE OR MORE INDICATORS ON THE 2024 DASHBOARD:
Students with Disabilities: Academic Performance - ELA and Math, Broad Course of Study - College and Career
English Learners: Academic Performance - ELA and Math, English Learner Progress Indicator
Long-Term English Learners: Academic Performance - ELA and Math, English Learner Progress Indicator
Socioeconomically Disadvantaged: Academic Performance- Math

SCHOOLS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD:
Central Union High School, Southwest High School, Desert Oasis High School, Mt. Signal Virtual Academy

SCHOOLS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2024 DASHBOARD:
Central Union High School, Southwest High School, Desert Oasis High School, Mt. Signal Virtual Academy

STUDENT GROUPS WITHIN A SCHOOL WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD:
Central Union High School (Students with Disabilities: Pupil Achievement - ELA, Broad Course of Study - College and Career)
Southwest High School (English Learners: Pupil Achievement - ELA and Math, School Climate - Suspension Rate / Students with Disabilities: Broad Course of Study and School Climate - College and Career, Suspension Rate)
Desert Oasis High School (All Students, Socioeconomically Disadvantaged, and Hispanic: School Climate - Suspension Rate, Pupil Engagement - Graduation Rate, Broad Course of Study - College and Career)
Mt. Signal Virtual Academy (All Students, Socioeconomically Disadvantaged, and Hispanic: Pupil Engagement - Graduation Rate, Broad Course of Study - College and Career)

STUDENT GROUPS WITHIN A SCHOOL WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2024 DASHBOARD:
Central Union High School (English Learners: Academic Performance - ELA and Math and ELPI, Long-Term ELs: Academic Performance - ELA and Math and ELPI, Students with Disabilities: Academic Performance - Math, Socioeconomically Disadvantaged: Academic Performance - Math)

Southwest High School (Hispanic: Academic Performance - Math / English Learners: Academic Performance - ELA and Math and ELPI / Long-Term ELs: Academic Performance - ELA and Math and ELPI, Conditions and Climate - Suspension Rate / Socioeconomically Disadvantaged: Academic Performance - Math / Students with Disabilities: Academic Performance - Math)

Desert Oasis High School (All Students: Academic Performance - ELA and Math / English Learners: English Learner Progress Indicator and Conditions and Climate: Suspension Rate / Long-Term ELs: English Learner Progress Indicator and Conditions and Climate: Suspension Rate / All Students, Socioeconomically Disadvantaged, and Hispanic: School Climate - Suspension Rate and Broad Course of Study - College and Career)

Mt. Signal Virtual Academy (All Students and Hispanic: Academic Performance - College and Career, Academic Engagement - Graduation Rate)

Based on the 2024 Dashboard, we recognize the need to bridge gaps specifically with our subpopulations, post-pandemically. Mathematics continues to be an area of need districtwide, especially with English Learners, Long-term ELs, Socioeconomically Disadvantaged, and students with disabilities. Our scores on CAASPP are still well below standard and continue to decline (EL - 169.1 points below, Hispanic - 109.8 points below, Homeless - 113 points below, Socioeconomically Disadvantaged - 117.8 points below, and SWD - 204.2 points below). Learning math virtually during COVID was difficult for students, but we understand the need to meet students where they are and to make math more relevant and engaging. About 19.38% of All Students met or exceeded standards in math (a decrease in 2024 over 2023): whereas, 3.81% of students with disabilities (a slight increase in 2024 over 2023) and 0% of English Learners met or exceeded standards (a decrease in 2024 over 2023). Newer courses of Financial Algebra, Summative Math, and Consumer math courses were designed for

11th/12th grade students and were implemented in the Fall of 2019. COVID set us back in determining effectiveness of those courses at that time, but we are getting back on track and are analyzing data to determine their impact on students understanding and achievement. We understand that Algebra 2 is a gatekeeper course with regard to the CAASPP; students who do not enroll in Algebra 2 by their junior year will surely struggle and/or will likely not perform well on the CAASPP due to the fact that students have not been exposed to some of the content being assessed. The Agile Mind program, an intensive Algebra program with a lot of relevancy worked into the curriculum has been used at Central; currently, we are tracking students who have taken an Agile Minds class to determine whether or not this course is having an impact of subsequent course passage/success. Through this year's educational partner feedback sessions, the need for both Teacher Clarity and relationship building continue to be emphasized, particularly in the areas of math and science. As a result, CUHSD will continue to invest time and resources to offer Teacher Clarity training in the District where foundations will be laid through professional development days and coaching/implementation sessions will occur throughout the year. Administrators and coaching staff will provide support and feedback through walk throughs and Learning Walks. Conversations and coaching sessions will be held with staff and/or in areas where students and parents report relationship issues. Through continuation of these strategies, and work to be conducted through coteaching training and course delivery as well as inclusionary and accessibility training for all teachers, we expect to see both an upward trend in students' attitudes toward math as well as increased achievement results. Additionally, we will continue to administer the NWEA Map Growth assessment for progress analysis purposes and analyze areas of need as well as determine instructional shifts/adjustments to occur. We will utilize current quarterly assessments and classroom assessments as well as NWEA data to track student progress, or lack thereof, several times a year to best know how to meet student needs and adjust instruction to meet those needs. We are having hard conversations, we are reflecting, we are analyzing data, and we are ready for marked improvement.

ELA as measured by CAASPP has become an area of analysis for us as we continue to decline in our scores. In 2019 (pre-COVID), our All Student group scored 21.8 points above standard. In 2023, All Students scored 11.9 points above standard. And in 2024, All Students scored 10.9 points above standard. Both ELs and SWD, scored lower than All Students in 2019 (ELs - Red - 48.4 points below standard and SWD - Red - 117.1 points below standard). In 2022, ELs scored low (44.8 points below standard) and SWD scored very low (90.1 points below standard). And, in 2024, ELs scored 75.8 points below standard (20.5 points declined) and SWD scored 111.9 points below standard (considered maintained). So, ELs and SWD have been an area for improvement for a few years, but with COVID, CUHSD has been trying to just get back on track. Language instruction needs a more focused push in 25-26. A reading program (Wilson Reading Program) has been purchased to assist students in their learning gaps particularly in the area of reading. Additionally, administration of NWEA Map Growth exam will continue to provide us with areas most needing to be addressed and mastered in ELA and ELD instruction for 25-26.

CUHSD has also worked with ICOE through Differentiated Assistance to focus on Students with Disabilities in both Priority 4 (ELA, Math, ELPI) and 8 (CCI). We have also spent time analyzing and discussing Dually Identified student data (those students that are both identified as English Learners and Students with Disabilities). We are working on our data protocols and will conduct training of case managers to ensure that students' language needs are met and that IEP teams determine a student's most immediate need in determining placement in an English class. Additionally, the inclusivity and English Learner strategy training being provided to teachers will help in ensuring that we are strategically planning for support and engagement strategies that will best assist these students in all classes.

Another metric that is a focus of CUHSD is the UC/CSU course requirements attainment percentage. We are seeing steady, small increases in this percentage (23% in 21-22, 34.5% in 22-23, and 38.2% in 23-24). Additional counselors were hired to reduce caseloads and to increase the accessibility of each counselor to individual students allowing them to more fully support the students on their load through class selection, college and career counseling, etc. An analysis of course data shows that the primary barrier is successful completion of three

years of mathematics and 4 years of English. This is due largely to the high failure rates in Algebra I and Algebra 2 as well as D grades in English courses. Our graduation requirement of successful completion of three years of math beginning with the class of 2023 and the additional third year math options may have assisted in this increase (Financial Algebra, Summative Math, and Consumer Math). As a team, we need to go back to identifying the essential concepts that students need to learn to be successful in the next level of coursework, post-secondary goals, CAASPP and life. We need to collaborate and be intentional in curricular decisions, instructional decisions, and engagement strategies utilized in the classroom. Through Teacher Clarity professional learning and implementation, our processes and monitoring of learning are meant to be more intentional. Opportunities for students to make up or improve grades will be provided through Summer School, RRR, and other interventions.

CAASPP and ELPAC Data show gaps in meeting and exceeding standards. The All Student group met or exceeded ELA standards at 54.88% in 2023 and 55.74% in 2024, which is a drop from 62% in 2022; however, English Learners in 2023 were at 10.32% (a decrease from 15.16% in 2022) and in 2024 were at 4.15% (a decrease of 6.17% from 2023 scores). Students with disabilities were at 12.5% in 2023 (a decrease from 13.34% in 2022) and at 16.35% in 2024 (an increase of 3.85%); a reason to celebrate as we seem to be on the incline. English Learners scored in the low performance level in 2022, red in 2023, and red in 2024. SWD scored in the very low level in 2022, red in 2023, and red in 2024 as compared to their "all students" counterparts who scored in the medium level in 2022, yellow in 2023, and yellow in 2024. On ELPAC in 2022, 21.56% of students learning English were considered well developed (21.56% well developed, 37.21% moderately developed, 26.34% somewhat developed, and 14.9% minimally developed). In 2023, on ELPAC, 23.71% of students learning English were considered well developed (23.71% well developed, 34.86% moderately developed, 26.79% Somewhat Developed, and 14.64% Beginning to Develop). In 2024, 13.93% of students learning English were considered well developed (13.93% well developed, 33.91% moderately developed, 31.10% somewhat developed, and 21.06% minimally developed); this decline is an area for concern. New curriculum has been adopted and training will ensue to ensure that all teachers, particularly those teaching the EL classes, are addressing the ELD standards and focusing on the language of the content in class. The graduation rate for the class of 2022 was 89.3% (medium level), 84.8% for 2023 and 92.4% in 2024. In 2024, English Learners was 88.2% (up from 80.2% in 2023) and 85.3% (up from 78.8% in 2023) for students with disabilities. To ensure that our EL students are being supported, we contracted with ICOE in 2022 to ensure that teachers received professional learning in both Integrated and Designated EL. Ellevation was purchased and teachers were trained and continue to be trained in ELLevation, which is a program that supports instructional planning for multilingual students and empowers teachers to differentiate instruction with sound pedagogical practices through the identification of strategies that are appropriate to given lessons, content, etc. Additionally, new teachers were pulled out (periodically through a 5 week learning cycle) to work through a module in Ellevation that walked them through 4 different EL strategies in 23-24; through this learning cycle, teachers learned a strategy, applied in their classroom, observed others using the strategy, and analyzed results to determine effectiveness and next steps for implementation in their instruction. Focused training in EL strategies will be picked up and increased in the 25-26 school year. Our goal moving forward is to help teachers plan intentionally and support students more purposefully. To better support our students with disabilities, teachers have also been trained in legal requirements of both an IEP and 504 plan. Several administrators and school psychologists participated in Special Education Law and Practice courses to determine where are our deficiencies are in our program. As a result of the knowledge obtained in these courses, presentations were made to staff in 22-23 and discussions took place about the need to fully understand and implement plans as well as support students when deficiencies and/or gaps in knowledge or skill are detected. Training has continued to be provided on how to offer accommodations, modifications and supports in the non-Special Education and/or ELD classroom. This is an ongoing process; collaboration with WestEd to suuport CUHSD in training teachers in the coteaching model to more fully support Students with Disabilities in the General Education classroom (in the Least Restrictive Environment) has occurred in 24-25 and will continue into 25-26. We are continuing to modify our procedures and to train/retrain all staff in the support of struggling and special population students. An additional school psychologist was

added to the District in 23-24 and a school pychologist focused on behavioral needs for both SPED and non-SPED students was hired in 24-25 to ensure that we are meeting both our legal responsibilities with deadlines but also to ensure that support for students is more readily available. The program transferthat took place in the 24-25 school year has also been a work in progress. We have listened to all educational partners, navigated many waters of the transfer, and addressing issues as they come up (hiring of enough staff for Speech services, for example) and are making commitments to ensure that we address these students' needs as well as afford them opportunities to interact with their Gen Ed peers and have access to all programs and services in our District. The addition of Unified PE is a good example of a step forward in this endeavor.

Graduation: Our graduation rates have fluctuated in recent years (between 92.4% and 84.3%), and we still find ourselves in recovery from the pandemic. Current graduation numbers are back to pre-pandemic numbers (92.4% graduates districtwide in both 2019 and 2024). Currently, All Students and Hispanic students have achieved red level for graduation rates on the Dashboard at Mt. Signal Virtual Academy. We recognize a need to ensure that our data is correct and clean at MSVA to ensure that what is reported is accurate and true to the work that has been completed at the site.

College/Career: We have not yet met our College Career Indicator goal of 50% of our All Student group prepared (we made it to 43% in 2024). We believe that we have some data reporting issues on our side that we are cleaning up and we are working on scheduling protocols to ensure that we maximize our CTE pathway utilization, but the future is bright in CTE at CUHSD. Students with Disabilities, English Learners, and Long-term English Learners do not currently complete the College Career Indicator at the same rate as their counterparts; we have identified some root causes/obstacles and working toward inclusivity and accomodations in this area as well as others. In the all student group, 45.7.4% of students have reached prepared status according to the CCI. Only 22.8% of ELs, 20.1% of LTELs, and 7% of Students with Disabilities have met prepared status on the CCI. All Students, SED, and Hispanic students at DOHS have achieved red level for College Career Readiness on the dashboard, and All Students and Hispanic students have achieved red level on the Dashboard for College Career Readiness at Mt. Signal Virtual Academy. Focus will continue to be placed on students having equitable access to a broad course of study, including the offering of CTE courses at all sites. Additional pathways may be investigated for future years if funding continues to be available (i.e. Strong Workforce Program dollars). These pathways have appealed to many students in these underrepresented subgroups, and we will work to ensure that our ELs and SWD are better represented. Additionally, the maintaining of the hired Instructional Assistants to serve in our CTE pathways to better support students with safety, language, and content support concerns will continue. We recognize that completion of a CTE pathway is one strategy for attaining prepared status. We are also working to improve a-g requirements completion and have hired an additional counselor on 3 of our 5 sites to assist in this endeavor. The number of students taking and passing AP/IB exams is up from a 16.4% passage rate in AP to a 51.3% passage rate in AP in 23-24 (but down slightly to 48% in 23-24). In 19-20, CUHSD had a 2.2% passage rate in 19-20 moved to a 72.15% passage rate in 23-24. CCI Preparedness through AP/IB exams - AP - 17.7% of All Students, 5.1% EL, 15.2% SED and IB - 3.4% All Students, 0% EL, 3.2% SED. IB courses will be phased out by June 2026 and additional AP classes and/or Dual Enrollment courses will replace them.

Suspension: In 23-24, Foster Youth have graduated from the red at the District level to orange level. The addition of an FRC Coordinator has really assisted the district in supporting Foster Youth in many areas including the establishment of better relationships with students, guardians, educational rights hoders, and other stakeholders. Long-term English Learners at SHS, and All Students, SED, English Learners, ong-term English Learners, and Hispanic student groups at DOHS have achieved red level for suspensions in 23-24. Investigating the reasons for the high number of suspensions in the language learner world is a work in progress (CUHSD - orange status in 23-24); there is data that suggests that being together for several periods contributes to this result, but the district has already disbanded many EL classes

and mainstreamed students to try to alleviate this phenomenon. We have made great progress with Students with Disabilities as this group has landed in the yellow (with 5.7% suspended at least day one day). In order to address this gap, CUHSD provided professional development in the area of Social Emotional Learning, Restorative Circles, Academic Youth Development, and alternatives to discipline through the PBIS process; this is still a work in progress. Sites will continue to analyze data and will work towards alternatives to suspension. Mental Health Specialists, Counselor of the Day, and other personnel have worked to be proactive in meeting mental health and social-emotional needs as well to try to mitigate situations before they escalated. We will also continue to use Student Success Teams and SARB as ways to provide supports and interventions to parents and students. Many of our more serious disciplinary issues include combat-mutual, drug/alcohol/tobacco and/or paraphenalia, and being under the influence. For these purposes, we have held Drug and Alcohol counseling through IC Behavioral Health, group sessions targeting these areas utilizing the Too Good for Drugs curriculum, and several presentations to both students and parents regarding the dangers of drugs with presenters from IC Sheriff's Office, SHS Health Academy, etc. We will continue these presentations and trainings with students and will bring in parents for Saturday School opportunities to learn how to support their student through these issues and to help them with strategies for finding help.

Safety: Thirty percent of freshman students in 24-25 indicated on the CHKS survey that they felt "neither safe nor unsafe" at school, 4% felt “unsafe” or "very unsafe" at school versus thirty-one percent of freshman students in 23-24 indicated on the CHKS survey that they felt "neither safe nor unsafe" at school, 5% felt “unsafe” or "very unsafe" at school. This number hasn't changed much. While incidents of violence on school campuses are relatively low, there is a need to continue to staff sites with security personnel; have SROs on sites; and employ effective safety practices in order to maintain safe schools. There is also a need to conduct prevention and intervention in the area of drugs and alcohol. Qualitative data from student and parent feedback sessions is that restrooms are still an area of concern for safety due to vaping, gaps in partitions causing privacy concerns, and cleanliness, but these educational partners shared that things are better than they were last year. Areas of concern in the safety world now include cement and other facility issues.

LOCAL EDUCATIONAL PARTNER DATA

Interventions: Many students and parents expressed a concern in our intervention offerings and processes (or lack thereof). While we have teachers available after school for tutoring, have purchased a 24/7 online tutoring program (which we are not renewing due to lack of student utilization), offer online credit recovery courses, and have Saturday School opportunities for students, we have heard from students and parents that these offerings are not meeting most of their needs. They are requesting that interventions be more immediate and take place during class time rather than after school when students and parents have other commitments or needs. Conversations have also been had about offering virtual tutoring with our staff at later hours of the day (after extracurricular activities and such). They have also shared that the current interventions are more of the same of what has transpired in class. They are looking for alternative methods of teaching, varied options for demonstrating mastery, and flexibility in meeting the requirements of courses. An MTSS Specialist at both comprehensive sites has been hired for the 23-24 school year to assist us in identifying intervention methods/options, working with teachers to ensure that we are meeting students' needs through our interventions, and adjusting our methods when necessary. Money is in the LCAP for cross-departmental meetings and collaboration to allow teachers to support each other through this process as well. Tutoring will continue to be offered after school in a variety of formats, but we will work to better address student needs in the classroom through intentional instruction and intervention.

Communication: Our educational partner feedback data continues to indicate a need to improve communication between staff, parents, and students. To assist us in this endeavor, we hired a Public Information Officer this year to more effectively, fully, frequently communicate out District and school information. This position has helped us to better establish and maintain effective working relationships with parents and community stakeholders, media personnel, personnel from partner agencies and organizations for the purpose of establishing effective professional relationships for the District (at least through an awareness of what has and is transpiring on our campuses). Additionally, this person is working to assist school administrators in improving communications through surveys and customer service programs with staff, students, parents, and the local community and is developing and maintaining parent and community outreach programs which include but are not limited to communications via the use of all means of technology with an emphasis on the website and social media pages. Our goal is to ensure that everyone knows everything; nobody is left out or is in the dark about happenings, expectations, and operations. We will continue to work with staff in relationship building and customer service as well to ensure that parents and students feel safe, supported, and welcome.

Curriculum and Instruction: Through our discussions with Educational Partners, we are hearing that there is concern for attendance of all stakeholders in instructional situations. While our attendance rates for students are increasing as we have added staffing and programs to address this post-pandemic need, we are finding that keeping our teachers and other staff members in class is also an area of need. To this end, we are putting procedures in place to determine need for School Business absences as well as increase motivation and health of staff (through training, wellness program activities, etc.) to improve our instruction alone through presence in the classroom. Training for administrators in classroom walkthroughs and coaching opportunities is also occurring. As a result of conversations had through multiple meetings this year (i.e. Differentiated Assistance and district leadership meetings), we recognize a need to go back to basics in our planning processes and be more strategic in use of curriculum, in choosing instructional practices in the classroom, and in assessing and using data to drive our instructional decisions. Continued collaboration with Corwin regarding Teacher Clarity, collaboration with WestEd for accessibility and inclusionary practices, and home grown and driven professional development will assist us in better meeting students' needs and engaging them more fully (we will decrease the number of students who report that school is boring and increase the number of students who say that they feel they belong and that they can see the relevancy of the content being taught to them now and in their futures).

Relationships, Trust, and Culture: COVID and decisions made during the COVID years as well as turnover in administration at the District Office has caused some mistrust with staff. Parents and students, through feedback sessions, have shared the same kinds of concerns with regard to staff. Through training and professional learning (and some hard conversations), we will continue to work to mend these relationships. We understand the impact that clarity, transparency, and credibility have in the success of an organization and in the potential for change and/or improvement. We are One District, One Team. We must increase opportunities to communicate and collaborate and be open to the notions of change and improvement.

Special Population Support: Another area of need based on the data and feedback is in the area of modifications, accommodations, and supports for our special populations. The District will continue the focus on common language, ELD Roadmap, and support strategies for special populations as referenced above including accessibility and inclusion strategies.

Safety: Parents and students also continue to shared their concern about safety in the restrooms. For that reason, we have hired additional security on both comprehensive campuses specifically to help with monitoring of the restrooms, and we have piloted (and are now installing across the District) vape detectors in restrooms. We are also working toward improved, tighter cybersecurity as we have a 1:1 Chromebook initiative, and we want to ensure that our data and our users remain safe. Additionally, we will work to improve and strengthen our current

security facility systems through the implementation of Raptor and improved wiring and cameras. Strengthening the wifi on campus is also an important and much needed improvement.

Transportation: Some of the District's vehicles, including buses, are old and some lack proper air conditioning. In the Valley where temperatures reach into the 120's, air conditioning is a must. As many of the students who utilize our transportation options come from homes where students qualify as unduplicated students, it is our goal to ensure that their experience is a pleasant one; one that helps our students feel valued and helps them prepare for class. As the state of California is moving to a requirement of zero-emission vehicles, the District has invested in electric buses. To charge these buses, we need the additional infrastructure (and training) to do so. As a result, we will be installing the necessary infrastructure to support the buses being purchased and to ensure that our unduplicated population students are being serviced properly through our transportation efforts. Additionally, as students in feedback sessions shared that some families do not have access to cars or other forms of transportation, options for unduplicated population students will continue to be investigated so that after extracurricular activities, students have safe options, especially when the temperatures are extreme and/or it is already dark outside when practices or games are over.

Learning Recovery Emergency Block Grant funding:
CUHSD currently has $4,539,445 unspent LREBG dollars. Some of these dollars will be used to support action 1.3 (development of interventions) to support instructional learning time and stabilize staff-to-student ratios (allowable use EC Section 32526(c)(2)a). Additionally, we will offer extended learning opportunities in the form of summer school, Saturday schools, Advisory, and perhaps other intercession oportunities in order to close learning gaps, provide targeted instruction, reduce the risk of academic failure or dropout, create stability and supportive relationships, and promote equity. We will provide professional development and coaching opportunities (allowable use vi-I and II) in both the math and ELA/ELD frameworks to assist us improving our instructional offerings and supporting us through transitions with both textbook adoptions and decision regarding integrated versus traditional courses in math (actions 1.1, 1.2, and 1.3) to address a great area of improvement for us on the Dashboard. This will assist us in improving instructional quality and consistency, focused differentiation and scaffolding, build stronger cultural and linguistic responsiveness, improve assessment and feedback practices, align with MTSS and intervention systems, and empower reachers as advocates for all students, but especially unduplicated population students. As a result of the program transfer for Extensive Support Needs, there is also a need to stabilize the the instructional team for these students, and we will be hiring an additional teacher (action 3.1) and either another Speech Language Pathologist or a Speech Language Pathologist Assistant to ensure that we are supporting all students adequately and timely and to ensure that we are able to offer work based learning and transition classoom-based work exploration (allowable use b-iv). We will be providing learning recovery programs and materials to accelerate pupil academic proficiency and English language proficiency (allowable use b-ii) through additional support classes, coteaching opportunities and additional programs like IXL for intervention and remediation (actions 3.2, 3.4), particularly for our ELs, LTELs, and SWD. We will support action 5.3 (campus well-being) to ensure that we are adequately staffing our mental health needs (allowable use c). We will continue to fund the after school program (action 5.4) to support students both academically and socioal-emotionally in a safe place, particulalrly for those whose parents may be working late. And, finally, we will provide access to instruction for credit-deficient pupils to complete graduation requirements and increase/improve college eligibility (allowable use d) through support of action 1.5 (credit recovery) and utilize NWEA Map Growth opportunities (actions 1.2 and 1.5) to provide progress monitoring and benchmark assessments of pupils (allowable use e) to increase student achievement and progress toward standard mastery and skills development.

Reflections: Technical Assistance

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

Students with Disabilities meet the criteria for Differentiated Assistance in falling in the red on the Dashboard in two priority areas Pupil Achievement - ELA, Broad Course of Study - College and Career). Through the Differentiated Assistance process in 23-24 and 24-25 and through reviewing and analyzing District data and identifying the comprehensive needs (through our Needs Assessment for LREBG), we are looking deeper at the root causes for the primary concerns (particularly with English Learners and Students with Disabilities) and identifying resource inequities that will lead to evidence based interventions and alignment to the goals, actions, and services in CUHSD's LCAP that might be the most successful to implement to bring about marked improvement. We have been working on supporting our ELs and SWD, and our data continues to support the need for increased and continued support with these two groups of students as well as our LTELs and our ELs who have IEPs.

We have identified that some of our District procedures may be hampering students (particularly those that are dually identified) from reclassifying unnecessarily.

We have identified that District procedures need to evaluated, developed, redeveloped, and/or communicated more efficiently to all educational partners. We need to streamline our procedures and ensure that policies are clear and appropriate for the support of both our students and staff.

Trust is a major issue as far as staff goes; we have a need to set expectations, work through procedures, and follow through on all initiatives and services. Continued training and professional development is needed in the areas of both supporting Students with Disabilities and supporting English Learners/Long Term English Learners.

We are committed to identifying and evaluating current data informed practices and create/identify new ones to support the plans for Students with Disabilities (and our English Learners). Data must drive instructional decisions, particularly in ELA and math, at the District level, school level, and classroom level.

Additionally, we must find solutions for the chronic absenteeism particularly at Desert Oasis and Phoenix Rising. It is not a surprise that students in an alternative setting may have issues that contribute to absenteeism, but we must use current staff more efficiently to address absenteeism and ensure improvement of relationships and quality of instruction to motivate students to come to school. With an additional counselor having been hired to support these schools and their students, we will implement some changes in procedures and in the offering of services and programs.

Actions influenced by our work through the Differentiated Assistance process are 1.1 (enhanced math opportunities), 1.2 (standards-aligned instruction and assessment), 1.3 (intervention development particularly with English Learners, Long Term English Learners, and Dually Identified students), 3.1 (improved accessibility and inclusion), 3.2 (language acquisition), 3.3 (dually identified student support), and 3.4 (targeted support for English Learners).

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.

Desert Oasis High School and Mt Signal Virtual Academy have been identified for TSI due to the fact that student group performance included student groups, that for two consecutive years are underperforming. Desert Oasis qualified for suspension rates and College Career Indicator being in the red for two consecutive years, and MSVA qualified for graduation rate and CCI being the red for two consecutive years.

Support for Identified Schools

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

A decision to contract with Imperial County of Education to provide technical assistance was made to help us through the CSI process. ICOE facilitated the process of root cause analysis and provided professional development related to using data to inform instruction and overall school improvement strategies. The needs assessment process included analysis of multiple sources of data, including, but not limited to, disaggregated CAASPP results, attendance rates, graduation/dropout rates, suspension/expulsion data, and local assessments. Findings from this data analysis were used to create a plan. This analysis has been used to drive decisions and will continue to be used to drive the decisions regarding evidence-based interventions being implemented. District and site administrators have been trained and have worked with Corwin in the initial stages of Teacher Clarity implementation and monitoring. A team of DOHS staff has attended Teacher Clarity training (with the experts on their home turf) in order to have experts on staff. Through the partnership with Corwin in the 23-24 school year, Teacher Clarity (based on the research of Jon Hattie and the work of Douglas Fisher and Nancy Frey) has been brought to our schools with a series of professional development/training days being utilized for the dissemination of this learning and the planning for its implementation. Desert Oasis hosted learning walk/walk through sessions on their campus. These walks were debriefed with staff by the Principal, identifying areas of improvement and areas for growth instructionally. In 23-24, trainings at DOHS for teachers in a more intimate setting (on their campus) occurred separate from and in addition to the District trainings. Collaboration time has and will continue to be provided to staff. Furthermore, the CUHSD Instructional Support Team has and will continue to provide intensified professional development and coaching support, particularly in the area of Teacher Clarity by scheduling Learning Walks and other observations/feedback cycles.

Desert Oasis is committed to implementing Teacher Clarity on campus with fidelity. Through the strategies that Teacher Clarity brings, staff believes that student needs can be better met through the constructive alignment between the lessons, the tasks, and the assessments of any given unit to ensure that the lesson is relevant, accurate, and comprehensible to students. Through this Teacher Clarity training, eight ideals and effect sizes are tackled:
Teachers and students, working together, evaluate their impact (d=.90)
All have high expectations (d=.90)
All move toward explicit success criteria (d=.77)
All use the Goldilocks principle of challenge - not too hard, not too boring (d=.74)
All see that errors and trust are present opportunities to learn (d-.72)
All maximize feedback to themselves about their impact (d=.72)
All focus on enjoying learning and appreciate that learning involves hard work

All ensure that there is optimal proportion of surface to deep learning (d=.69)

In essence, DOHS is committed to laying a foundation of learning expectations and processes with strategies available to them for immediate implementation through identifying concepts and skills, sequencing learning progressions, elaborating learning intentions, crafting success criteria, modifying language intentions to include language expectations, determining the relevance of the learning, designing assessment opportunities, creating meaningful learning experiences, and establishing mastery of standards. Collaboration is a huge piece of this process (both with the experts and with each other).

SEL activities are in place to assist students in areas that may be impacting their academics; these will be continued (Impacter program, SEL Coordinator, etc.). An additional counselor has been hired to support students in all areas of their life and better monitor student needs and progress. Desert Oasis is investigating opportunities for Student Alternate Placement with some learning around behaviors to be employed in place of suspending students for some behaviors. Utilization of this additional counselor in this way would be advantageous including in the world of chronic absenteeism.

The implementation of NWEA Map Growth in both reading and math will be utilized to identify areas of need and to monitor growth of students. Through this analysis, teachers can make better instructional decisions, plan and intervene according to identified student need, etc. Desert Oasis will be implementing the use of IXL for intervention utilzing the RIT scores that students receive through NWEA; this will assist us in students improving their academic skills in both reading and math and their CAASPP scores. Dual Enrollment opportunities (especially in the CTE world) are being investigated.

The district will continue to oversee matters related to compliance and will maintain responsibility for all aspects of the budgetary process. A review of the General Fund budgeted amounts (for object codes 1000-5000) on a per pupil expenditure basis were found to be abount 20% higher for DOHS when compared to CUHS and SHS. This disproportionately higher rate is largely due to the nature of the needs of the students at a continuation high school. Any resource inequities are based almost entirely on the small population of students, which makes it infeasible to provide the variety of options that are available at the comprehensive sites, particularly in the area of course selections. The use of online instruction helps offset this inequity, however, providing additional electives is a site and district priority. In response, a new CTE pathway was implemented in the 2022-2023 school year (Beauty and Barber) and another in the 23-24 school year (Cybersecurity); both programs are being continued with Beauty and Barber being expanded into Phoenix Rising (many PRHS students will transfer into Desert Oasis for the following year and the expansion of this program will motivate students in increased attendance and achievement. Art class at Desert Oasis has also been expanded (in the sense of additional sections offered).

Monitoring and Evaluating Effectiveness

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

CUHSD will employ a similar strategy as is in place for evaluating the implementation and effectiveness of its LCAP metrics and goals. This will include completion of the district's monitoring tool on a quarterly basis and regular reports detailing progress towards implementing actions and services, the status of budgeted expenditures, and performance on prioritized expected outcomes, particularly those highlighted in the state Dashboard.

DOHS principal and staff continue to closely review all relevant data sources, including, but not limited to CAASPP, ELPAC, attendance rate, grades, credit deficits, number and causes of suspensions, dropouts, and parent/student surveys. After a thorough analysis of all relevant information on an "all student" and "subgroup" basis, critical areas of focus are being identified and related to expected outcomes established and incorporated into the school's SPSA. As new data is generated, it will be compared to baseline data to determine if growth objectives are being met. If found to be necessary, adjustments to planned actions and strategies will be made accordingly. As indicated, progress will be tracked throughout the year with regular reports provided during administrative management meetings.

Mt. Signal will close at the end of the 24-25 school year. The students currently enrolled in this school will return to their home school and may continue in long term independent studies depending on their performance and attendance in 24-25 and on their need in the 25-26 school year.

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
Student Focus Groups	In Person Feedback Sessions (2/3/25, 2/5/25, 2/6/25, 2/19/25 at CUHS, 1/21/25,1/23/25, 1/24/25 at SHS, and 1/31/25 at DOHS) Surveys (LCAP Feedback Survey and California Healthy Kids Survey) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Parent Focus Groups	In Person Feedback Sessions (12/16/24, 2/13/25, 5/14/25) / Surveys (LCAP Feedback Survey) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP. Listened to parent concerns with program transfer to elicited feedback for student needs for possible inclusion in LCAP.
Certificated Teachers / El Centro Secondary Teachers Association District Improvement Team (DIT)	Virtual Feedback Session (2/5/25, 5/13/25) / Survey DIT In Person Meeting (11/6/24, 2/18/25) / Culture, Leadership, Improvement Survey Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.

Educational Partner(s)	Process for Engagement
Classified Employees and Classified School Employees Association Representatives	Virtual Feedback Session (3/5/25) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for consideration in LCAP for 25-26.
Foster Youth Consultation Meeting	In Person Meeting with ICOE in Brawley (4/30/25)
SELPA Consultation Meeting	In Person Meeting at ICOE(3/28/25)
Principals, Site Administration, and District Administration	In person and Virtual Meetings (Monthly) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, shared other educational partner input/feedback, elicited additional needs/considerations for the new LCAP.
MSVA Student/Parent Groups	Surveys administered in Spring Got feedback on progress made toward goals and elicited additional needs/considerations for the LCAP.
DOHS/PRHS School Site Council	Quarterly In Person Meetings (10/8/24, 11/8/24, 2/27/25, 5/29/25) Reviewed Dashboard and other data, got feedback on progress made toward SPSA and LCAP goals, discussed possible goals and actions, elicited additional needs/considerations for the new SPSA and LCAP. Discussion of Equity Multiplier funding and feedback collection of school needs that these funds can support.
DOHS Student Group	In Person Meeting (1/31/25) Reviewed Dashboard and other data, got feedback on progress made toward goals, elicited additional needs/considerations for the new LCAP as well as the Equity Multiplier goal.
English Learner Advisory Committees (DELAC and ELAC)	In Person Meetings (3/18/25, 7/25/25)

Educational Partner(s)	Process for Engagement
	Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Migrant Parent Advisory Committee	In Person Meetings (3/3/25) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Differentiated Assistance Team Meetings	In Person Meetings (1/22/25, 2/26/25, 3/10/25) Reviewed Dashboard and other data, discussed possible root causes, disucssed possible goals and actions, elicited additional needs/considerations for the new LCAP.

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

During the 2024-2025 school year, educational partner feedback was elicited in a variety of ways including surveys, in-person meetings, virtual meetings, and focus groups.

Parent and Community feedback regarding LCAP Goals and Objectives and parent needs began early in the year with School Site Council, ELAC, Migrant, and DELAC meetings that were held both in person. LCAP Advisory meetings were held on 12/16/24, 2/13/25, 5/14/25. Parents were able to provide verbal feedback in those meetings. Surveys were sent via Parent Square, email, and social media to all parents, students, and staff. Data from these surveys and feedback sessions has been or will be shared via Faculty Meetings, Leadership meetings, CUHSD Board Meetings, and through Parent Square.

Due to the dissolving of MSVA, a meeting was held with parents to share plans moving forward and to share how students would be supported at the comprehensive sites. We understand the need to continue to serve students with certain needs through nontraditional (virtual) means. While the school will no longer be available, long term indepepndent studies will be available on a limited basis at the comprehensive sites for students who need it.

Student feedback: Most student feedback was elicited through student focus groups on campuses in the Central Union High School District; however, a student survey was administered with X responses. Student feedback sessions took place on (2/3/25, 2/5/25, 2/6/25, 2/19/25 at CUHS, 1/21/25,1/23/25, 1/24/25 at SHS, and 1/31/25 at DOHS. The student survey was administered in April of 2025. Site student focus group meetings were held during Advisory with an opportunity to share feedback electronically through a survey after the meeting. Both site and district administrators (as well as PIRTs) attended these feedback sessions. Student data from previous years and some current data

was shared with students to help them understand where our District stands and to help them see both areas of strength and area for growth in our District. Feedback was collected on the eight state priorities. Data from these meetings are shared with teachers through faculty meetings and LCAP Feedback sessions, shared with administrators through leadership meetings and LCAP feedback sessions, and with Board members through Board Meetings. This feedback has driven much of what has been written into the LCAP as actions to be taken (or investigated).

El Centro Secondary Teachers Association and Classified School Employees Association Feedback: Surveys were sent via email to all teachers and staff. LCAP Advisory Meetings were held with these two groups of partners in February and March (ECSTA on 2/5/25 and ECSEA on 3/5/25). Additionally, District Improvement Team (DIT) meetings were held on 11/6/24 and 2/18/25 to share data and elicit feedback for LCAP. Data was shared at these Advisory meetings, Faculty meetings, through emails, and at CUHSD Board Meetings and has been written into the LCAP as actions to be taken for improvement. In our second year of the program transfer with ESN students, we held a meeting with certificated staff in this program to elicit needs for 25-26 and to determine how to keep the program moving forward smoothly while meetings the needs of students and requests of parents.

Certificated Administration and Classified Management: The LCAP was a standing agenda item in other leadership meetings (monthly ACT Meetings, Principal Meetings, Extended Cabinet Meetings, Leadership Team Meetings) for identifying areas of need and driving conversations/actions. Many ACT (Assessment and Curriculum Team) meetings, Leadership and Extended Cabinet meetings were utilized to analyze data and work on the determining needs for inclusion in the LCAP.

Students who are Foster Youth: Feedback was obtained from consultation meetings held and hosted by ICOE with participation of a panel of people who work directly with Foster Youth (counselors, IVROP, ICOE, and CASA Advocates, and other community members) on 4/30/25. Both the Foster Youth Liaision and the Assistant Superintendent were in attendance at this consultation.

Special Education: CUHSD was identified for both Compliance and Improvement Monitoring Process (CIM) and Differentiated Assistance (DA). Part of those processes has included discussion of the needs of students with disabilities. SHS was identified as an ATSI school in 21-22, so we have been working on improvement in the areas identified through that process. In the 23-24 school year, CUHSD has been working with ICOE through the Differentiated Assistance process; four meetings have occurred to look at data and discuss/plan for improvement measures. CUHSD participated in the SELPA LCAP Stakeholder meeting offered by Imperial County Office of Education on 4/18/24. Conversation with teachers and counselors (as well as training) is occuring as a result of these conversations as we are identifying processes and procedures in need of improvement and making adjustments to our system to ensure that we are meeting our legal responsibilities as well as addressing gaps/identified needs in our systems and practices for both Students with Disabilities, English Learners, and those who are Dually Identified.

MSVA students and parents were surveyed to determine needs for both the LCAP and utilization of Equity Multiplier dollars for long-term independent studies students. Because these students are attending school virtually, it was determined that a survey would best facilitate our collection of data for these students (and their families).

DOHS and PRHS parents were invited to School Site Council meetings where both the SPSA and LCAP (along with Dashboard and other data) were discussed and input was collected. Attendance at these meetings were low, however. Feedback and input was collected from

DOHS and PRHS students through an in person meeting where students shared their desires, concerns, and needs with both site and district administrators; this feedback helped us determine utilization of Equity Multiplier dollars as well.

Here is a summary of our feedback from our Educational Partners:
When asked how CUHSD might serve the students and community better, several trends could be seen in all stakeholder groups:

Central Students:

Keep:
*Central is a family. There's lots of school spirit. Everyone is nice and works hard.
*CTE classes are relevant and help students know what they want to do after high school.
*Coteaching is working for students; they get more help.
*ARC after school tutoring is helpful, especially when teachers aren't available.
*The weekly emails from the Portal to parents is a good way to involve parents in the process (this seems to work for parents)

Improve:
*Gym is not adequately sized for the student population.
*There needs to be a better push for College Career Readiness at the 9th grade level. How do we get students to understand the importance of grades, course selection, and participation in activities in the 9th grade? How can we help students understand the possibilities for them - college trips, academic workshops, passion projects, internships?
*Start after school programs for CTE pathways (i.e. skills sessions).
*Ensure students and teachers know about CTE opportunities/what's available on campus in the pathways. Advertise all CTE pathways
*Offer more CTE pathways (culinary, more medical related). Construction, Biomed, and Engineering are always full; can we expand?
*More in class tutors; students don't have time to go to tutoring after school. Students need more 1:1 assistance and time particularly in math and science classes. Tutors needed in higher classes, not just low classes; adults need to be available and accessible.
*Change instruction and curriculum - teachers hand out packets or assign work. There is little interaction from teachers. They assign work, not model how to do work. Most teachers don't teach; they just assign videos/work. Classes are too task based; not learning anything.
*The math order doesn't help (students forget Algebra 1 by the time they take Algebra 2) and they are not prepared for state testing. Math sequence is difficult (students forget Algebra after Geometry)
*Establish the relevance in math. Why am I learning this? Where is it used?
*Restrooms are not always open. Locking the bathrooms doesn't stop the vaping issue; it just causes students to have to walk further to use the restroom. More security needed in the restrooms.
*Figure out how to curb vaping - it happens in the hallways, classrooms, restroom
*The construction has caused lots of on campus traffic (only one hallway for all students to pass through).
*Need a food pantry (24/7 access). Advertise food availability on campus.
*Teach vocabulary. Nobody teaches the vocab, just grammar.
*Football field needs improved sound capabilities.
*Need more military information shared.

*Have more translation available to ELs (more than teachers using Google Translate; let students help other students, build vocabulary/conversational skills).
*Students need more time to comprehend content, particularly in math.
*Offer extended day options for students who can't fit everything in their schedule (like band students).
*Advertise CAASPP initiatives. CAASPP grade incentive? Is it a possibility to raise grades for students who score a 3 or better?
*Adults need to help students understand the importance of state exams
*More teachers need to pay more attention to 9th graders and those classes. Help freshmen feel like part of the school and help them understand the importance of high school.
*There needs to be better communication and better relationships between students and teachers; adults need to be available and accessible.
*Not all teachers are available after school for tutoring.
*ARC needs their own space.
*More teachers need to use online platforms for engagement (Quizizz works well)
*Teachers need to be excited about their content

Southwest:
Keep:
*CTE classes are great.
*Staff is helpful.

Improve:
*Relevancy of material taught
*Advertise all courses available - students don't know about Financial Algebra, Consumer Math (that could be taken as electives, not just for math requirement purposes)
*Teachers need to be more respectful; work on building relationships with all students
*Teachers should work with students with regard to deadlines and due dates. Sometimes, there should be flexibility
*Teachers should use more visuals for the visual learners. Teachers need to understand that not all students learn the same way.
*Create and offer a business class.
*Staff needs to be friendlier in their interactions with students and parents. Students are afraid to ask for help.
*Improve math teaching and use of strategies. Teachers need to help students more one to one. Teachers overload students with information.
*Teachers should allow support from other students (both during and after school)
*Admin should monitor teachers where complaints are received
*Students need more mental health help.
*ALAS class teachers need to realize that there could be more than Spanish native speakers…and the curriculum taught needs to be improved.
*Offer a reading class for students who need help
*Need career readiness earlier
*Offer more STEM classes
*Offer Financial Literacy classes - advertise what we have to offer already

*Add more math classes. Students need more support and more tutors.
*Need more after school programs - more math support and tutoring
*Improved communication
*Need more AP classes
*Need more motivational speakers.
*Need tutors in Advisory.
*Implement Integrated Math.
*Need more paper/pencil work in math; less Chromebook work.
*Admin should audit how classes are taught; different classes are taught differently and have different results
*Student workload is not balanced - there's either too much or not enough in classes
*ELD teachers use Google Translate instead of trying to teach concepts
*Teach more structured writing like RACE
*Allow more peer interaction
*It's easy to cheat on online programs and not learn
*Integrate ELs with other peers; facilitate more speaking in English (maybe level groups by language level)
*Offer more educational travel options
*Administer CAST before 12th grade
*Tutoring/support is needed for students who have a 9th period; teachers are gone by the time 9th period is over
*Offer better summer school/have more options
*Implement Heber's support system during the day for math/ELA support

Desert Oasis/Phoenix Rising:
Keep:
*There are more networking opportunities because the school is smaller. Smaller campus and more interaction with staff than at the bigger schools. Student said students are not just a number.
*There's lots of communication here; people are helpful
*Teachers go out of their way to help you improve; ARC does too
*Math instruction has gotten better
*The environment here is better than at the bigger schools, and they are treated like adults.
*There's more help and more options (the school focuses on more than just college.
*CTE programs are good.
*Counselors, principal, and outside visitors share more information than at bigger schools (Mexicali colleges, FAFSA, etc.).

Improve:
*Improve testing conditions; rooms are too quiet and empty. Testing sessions need to be shorter; give breaks.
*Algebra 2 classes are not offered.
*Need more organized sports.
*Need stricter consequences or just consequences in general.
*Sometimes, classes are boring.
*Construction/welding courses; offer more CTE courses.

*Offer more Dual Enrollment classes (law, general ed, etc.)
*English courses aren't challenging (it doesn't feel like we do enough to prepare for state exams; classes are easy).
*Add incentives for state testing (food, gift cards, educational fieldtrips, money toward senior activities).

CSEA:
*Math Tutoring Availability after school
*More math teacher support from teachers / help them rather than kick them out (teachers send students to get out of classes at the beginning of each semester)
*Support teachers with Accelus and CyberHigh. There needs to be training in these programs. Progress in online classes is not checked often enough or at all.
*Advisory tutoring w/ EL tutors during Advisory - to increase proficiency (5 students per tutor) - work on missing assignments/homework; what about language acquisition?
*More 1:1 support
*Access to novels that students might like and engage them; tangible book vs an e-book.
*Grass outside the library; more shade trees in the quad. For when it's hot and sunny.
*Student restrooms are not kept up (need toilet seats, some leak, resources are lacking, more cleaning).
*SHS looks like a concrete jungle (prisony); no color (lots of gray and purple) - student artwork? murals? outside of amphitheater? Not everyone comes to the front of the school; what about other areas of the school?
*CTE promotes each other's programs - more CTE classes would be good. Additonal certification opportunities for students would also be good.
* Need more relevant readings in ELA/ELD. Need books leveled at student levels.
*Students are on their Chromebooks and completing tasks rather than learning; students need more engagement (see examples, taught many different ways); watch teachers do things; do it with them.
*Are teachers excited about their content? Lower level classes need more excitement/engagement. More focus on the students that need the help.
*SPED classes need more support; some General Ed classes need additional support for SPED students. Need procedures for checking the number of students in special populations in classes to balance and support.

ECSTA:
*Storage Racks for SHS VAPA
*Mental Health Specialists
*Supplies for Mental Health Specialists
*Employee Recognition Activities
*More analysis of data to determine what has impacted student achievement. What have we tried? What has worked? Has adding the third year of math been beneficial?
*Better use of data
*ARC is not always comfortable; not doing what it is designed to do.
*Better communication
*Consider use of Edgenuity and whether students are learning/mastering content. Use a lockdown browser. Can we just get rid of Edgenuity? That would change the culture.

*Less initiatives. Follow through on things for multiple years with an “end point” for evaluating effectiveness. Use Action Plan format. If we only focus on a level that is not meeting expectations but not given direct, specific guidance to remedy the issue, then all we hear is what is wrong but never actually address the issue.
*Transportation for after school tutoring - late bus leaves too early
*One on one tutoring options
*Advisory intervention for struggling students has been useful. Good use of time. It’s really targeted; a specific group of students (bubble students - close to the next letter grade). Could we use these days better; grouped around different initiatives (writing, math, etc.)?
*Make all advisories more targeted.
*Implement or continue to implement writing across the curriculum. When we did this, ELA scores were better. It's no longer a push.
*Determine best practices for Short Term Independent Studies; expectations for coordinating. Create a districtwide contract.
*Have targeted Saturday school workshops and offer workshops/classes on Creative writing, Writers Workshop, PIQ writing & revising, Math spiral review and application
*Provide training in EL strategies that is consistent and often.
*Develop and implement writing strategies/protocols and reading strategies across disciplinary areas.
*Empower teachers with strategies instead of encouraging scores to get up.
*Create and share a districtwide/schoolwide vision to let others what are we trying to accomplish.
*Provide time and other resources for cross department articulation.
*Provide services for printing for students. Communicate/anounce printing services available to students.
*Chromebooks more accessible; students shouldn't have to leave class to get a Chromebook.
*Make better connections between new and veteran teachers. Instructional Coaches should help make connections.
*Address behavioral issues in SAIL classes

Parents:
*More opportunities for support, especially in math and science (in class interventions, different strategies utilized to teach) - particularly Algebra 2 and Chemistry
*Train teachers in approachability, relationship building/trust with students, trauma-informed practices
*Train/better inform parents (in use of Portals, a-g requirements, CTE offerings, extra-curricular offerings, etc.)
*Open, improved, more widespread communication at all levels (update website more frequently and consistently)
*More community/parent events/trainings
*Counselors serve more students, more frequently; improved availability
*Involve parents in course selection
*Improved accountability
*Improve transportation availability and location of stops (including post-extracurricular activities)
*Improve safety in restrooms
*Add nore creative/art classes (music, ceramics, art, etc.)
*Add Life Skills classes and instruction
* Many CTE classes are full
*Improve interventions available on campus at all levels in all areas (academic, social-emotional, etc.)
*Increase STEM course availability at SHS

*Improve Saturday School program; ensure it's instructional (maybe AP Bootcamps, mental health presentations, club activities, reteaching of core content)
* More recognitions and celebrations (attendance, honor roll, AP completion, etc.)
* Use Advisory more strategically; students tell parents it's boring and a waste of time)
*Increase staffing (more IAs, more tutors)
* More frequent teacher check-ins and checking for understanding with both students and parents

Staff:
*Must focus on SWD and ELs - need training, support, and coaching
*Include VAPA; need to address access
*Add Reading Specialists, Reading Intervention, Reading Program. Writing skills have decreased too; programs/opportunities for improving writing skills
*Add Math Specialist, 1:1 assistance for struggling students (maybe with a different adult than the classroom teacher)
*Incentivization for Teachers/Staff - Culture Builders
*Improved metrics - need baseline and progress report data to help us how or if we are progressing
*Sports Coaching Training regarding safety
* Need to improve culture/staff morale is low
*Increased transportation for extra-curriculars (and transportation home after these activities)
*Need FRC Clerical/Reception
*Need CAASPP Training - need to know structure, Blueprint, question types
*Need Standards/Framework Training
*Need Admin SPED Training
*Need Translator for meetings (more than parent meetings; need translation for SST, 504, IEP meetings)
*SPED Pre-School date for student tours, etc.
*SPED Prom or other activities
*Need Circle of Friends training and supplies/PEERS training and supplies (self-regulation/social skills for stu with autism)
*Need improved tutoring after school (use IAs and tutors)
*Investigate metal detectors at the entrances
*Need more office space (we have availability and privacy issues)
* Use of Raptor for safety purposes
*Chromebooks need to be updated too often; need to be fixed often (need a better option or device)
*Investigate tardy incentives (too many students are late to class)
*Need more IA/classified trainings (First Aid, CPR, AEDs, how to react to different situations)
*Need Reunification training/procedures and communication of those procedures out to staff (ability to complete a simulation?)
*Need flexible seating for students with specific needs
*Need Language Building Curriculum for ALAS and other support classes
*Need Language acquisition training for teachers (ELD training for all teachers)
*Need actual NARCAN training for ALL staff (classified and certificated) - more than a mention and an identification of location
* Add Medical Math at Central
*Need to address math CAASPP preparedness

*Need new Mathematics framework training
*Need funding to develop and implement EL/CTE expanded learning opportunity (afterschool); CTE Exploration-to provide exposure and access to industry pathways
*Need AI Academy (how to get it in the hands of students and staff with training)
*Provide Co-Teaching Training / Inclusion of more than one department
*Improve lighting at SHS in the parking lots and quad areas
* Improve CTE Facilities: continue to provide industry standard facilities and equipment for student learning (maintenance/upkeep of CTE Facilities)
*Expand CTE Offerings: Provide industry certifications for CTE courses (maybe AI related pathways)
*Improve School Safety: vape detectors at all sites in all restrooms
*Add custodial staff to provide a safe/clean environment for students
* Expand FRC services to all sites to assist families and provide quick direct services during parent conferences
*Investigate partnerships with feeder schools to expose middle school students to CTE pathways
*Provide RRR for 9th graders who fail core classes to make them A-G
*Reassess Credit Recovery procedures; looking at specific needed units rather retaking the whole class
*CTE Summer Courses: add CTE component to summer school offerings
*School Culture/Belonging: provide staff training in Diversity, Equity and Inclusion; Trauma-Informed Practices
*Provide opportunities for articulation with feeder schools to vertically align
*Facilities improvement for school culture: murals, beautification, etc. Restrooms need improvement too (sanitation is a real issue).
*Campus Safety: Keep additional security to support student wellbeing
*Improve Student Culture/Belonging through funding for assemblies focused on substance use and mental health
*Saturday School Academies: offer workshop based Saturday School opportunities (ex: STEM activities, Career Readiness, Leadership, Chess, etc.)
*Continue ARC funding to support students with after school activities
*Continued IEP development and implementation training
*Collaboration between departments for improved strategies/offerings
*Consider adoption of some semester based courses for students to start at semester rather than jumping in half way
*Improve interventions during the day for increased academic success
*Finish shades at all sites for outside learning facilities
*CUHS - New Transportation pick up/Drop off area to improve safety and traffic around campus (due to analysis by Safety staff and CTE students regarding drop off safety).
*Consider hiring a driver for picking up Homeless Youth at motels where they are “living”.
*Hire additional School Psychologists (Behavioral Specialists) due to program transfer students and behavioral needs of students
*Continue technology upgrades, staffing, and supplies.
*Increased, improved communication from leadership
*Provide tutoring in library after school again
*Better customer service
*Consider strategies/procedures for serving students who cannot come to campus for medical reasons (pregnant teens, homebound students), particularly those for whom Virtual Academy is not a good fit
*Connect students to community college

*Incentivize parent events (opportunities for collaborating and informing parents of opportunities)
*Improve information available/marketing for programs, departments, schools (ensuring partner groups understand what is available)
*Increase counseling services through the hiring of more counselors

Foster Youth Staff/Advocates:
*Sensitivity Training for staff (understanding of and flexibility due to court dates and other things out of students' control)
*Need for SSTs for FY and frequent check ins / building relationships and helping staff understand student needs, student history, etc.
*Training/sharing of information with foster parents regarding procedures (reporting absences, accessing services, contact people for services, etc.)
*Better networking between advocacy groups/programs and CUHSD staff (set up quarterly meetings to share information, funding, services, etc.)
*Offer more field trip opportunities (academic - local programs like CET, new nursing program / and some incentive, fun opportunities)
*Investigate transportation services to support students in staying for support service offerings, participating in extracurriculars, etc.
*Ensure students have access to the same kinds of goods that other students have; coverage of food on sports or fieldtrips instead of a bag lunch
*Access to gift cards (and refills) for immediate needs
*Availability of spirit packs to help students feel like part of the school (seen, heard, valued)
*Investigate opportunities for offering support (tutorials, life skills, etc.) during school day either through a support class or strategic Advisory placement

Parent Advisory Committee (DELAC, MPAC):
*Support students inside of the classroom with tutors for English Learners, especially in math classes
*More days available for after school tutoring
*Course support for newcomers, particularly in math, to help them become accustomed to the new educational system and to state standards/expectations
*Attend conferences like CABE
*More opportunities for college/university visits
*Provide a Work Study Program for students

SPED Consultation:
*Improve access to the core through improved placement of students in the Least Restrictive Environment
*Improve teacher training in the area of accomodations and modifications
*Evaluate the pre-referral process as well as the referral process to Special Education
*Evaluate placement of students, particularly those who are dually identified as SPED and EL to ensure proper placement and/or provision of language instruction
*Improve collaboration between SPED Case Managers and their General Education peers
*Evaluate data points and usage of data
*Train teachers in Accessibility Resources (Universal Tools, Designated Supports, and Accomodations available on standardized state exams) for use in day to day instruction
*Be strategic in IEPs with inclusion of supports, services, accomodations, and modifications; ensure they address the disability

*Adopt and Implement programs like Circle of Friends
*Ensure provision of resources for life skills, workability, etc.

DOHS/PRHS Parents and Students:
* Higher quality Chromebooks
* Fix the PE field; level it.
* Fix restrooms (doors are loose, no mirrors)
* Better and more varid food options
* Better advertisement of school function and activities (marketing campaign needed and bulletin read for students once on campus)\
* Need a library or access to reading materials
* Need more adults on campus to support; more counselors
* Continue and expand CTE options

MSVA Students and Parents:
* More communication with students and parents
* Longer testing times
* Events and activities like other schools (Prom, HOmecoming, Lunch on the Lawn, etc.)
* Time management training for students to help them not get behind
* Expanded counseling services

Specific aspects of the LCAP were revised and influenced based on responses by all Educational Partners.

For example in Goal 1, student and parent feedback indicated that math and science were areas of concern both academically and social-emotionally. As a result, more professional development in the areas of strategies, teacher clarity, and relationship building have been added to the LCAP as well as opportunities for hands-on activities and experiential activities (competitions, field trips, etc.). Additionally, availability of interventions was voiced as a concern. Collaborative department time through pull-out sessions and Collaborative Wednesday activities will be coordinated to give teachers/content teams the opportunity to analyze data and make determinations regarding both instruction and interventions. Through the Teacher Clarity training, data analysis (including the new to us NWEA Map Growth assessment for baseline and growth data), and classroom observations, both administrators and teachers will be better able to identify areas of concern and use data to address those areas to ensure that students' (and teachers') needs are met. Education Modified was purchased but needs to be better communicated (and properly trained) to streamline creation and access to student plans and ensure that all staff have access to the information with which to make instructional decisions. Schools are investigating and implementing reading programs as a result of gaps we are seeing/experiencing in this area. Tutoring options and opportunities and being rethought to include the possibility of later in the evening virtual options with our staff. Additional staffing to address behavioral concerns that are impacting student ability to be successful in the classroom as well as to address other areas like speech. We are increasing elective options which is causing a need for additional classroom spaces. We are increasing our counseling staff to provide better service to more students (lower caseloads should equal improved results). Educational partner feedback indicated that the 1:1 Chromebook initiative was a success and students had access to technology as a learning tool. Due to this educational partner feedback, funding was continued in the LCAP to support this initiative including the distribution and collection of Chromebooks.

In Goal 2, Feedback indicated a need for access to technology for classrooms, improved wifi access, and training in technology (including Artificial Intelligence and how to address it in the classroom). Continued professional development will occur with an emphasis placed on District initiatives of Teacher Clarity, SWD/EL Inclusion and Support, Technology (Usage, AI, etc.), and California Content Standards/ Frameworks/CAASPP Blueprints and expectations. Improved and increased opportunities in collaboration amongst and between departments has been included for support of our unduplicated students and students in need of additional support.

In Goal 3, the feedback indicated that there was a need for improved accessibility and inclusion of Students with Disabilities and English Learners to courses, content, and activities. To this end, we are hiring additional Instructional Coaches/Inclusion Specialists, implementing coteaching opportunities, course options like United PE,etc. We have also heard from our partners that increased training in language and improved materials/curriculum are needed to address student language needs. Actions have been written into goal 3 to address this feedback. Workability and other trainings for our Students with Disabilities have also been added as parents expressed their concern in the need for a seamless transition from ICOE to our District and a need to not disrupt current educational opportunities. To this end, we have also determined a need to increase our current instructional staff as well as support staff.

In Goal 4, parent feedback regarding Parent University was positive, but number of participants is rather low; it was requested that the program continue, but we are considering a better advertisement campaign for sharing our District's Adult Ed program to get parents to begin or continue working through a certificate/diploma program. Educational partners have pointed out the need to ensure that Family Resource Center services are available to all students and families in the District, not just those at Central due to the location of the FRC close to Central. With the hiring of a fulltime FRC Coordinator and the need for her to be at different sites throughout the week, we recognize the need for fulltime reception at the FRC which has been added to this goal. Promoting attendance for both staff and students, but mainly staff, was a topic of high concern in feedback sessions; we have included strategies for keeping staff in classrooms more consistently in this action. Transportation is always a topic of feedback; we are investigating the ability to add routes and keep buses from being too crowded. To this end, we are rehiring a Bus Driver Trainer and will work to improve our transportation including possible after extracurricular activities options. Our program transfer parents were vocal about the need to ensure that transportation for their children is uninterrupted as well. We have included an action regarding increasing and improving extra-curricular activities, but we have not allocated any dollars at this time. With the push to add more sports and other extracurricular options (which are great, proactive interventions due to the fact that many students keep their grades up in order to participate), we foresee a need in the future to include those additions in the LCAP. We also have heard that there is an increased need for training for coaches, particularly those who are off campus coaches, in the areas of safety and liabilities, etc. Students have also requested beautification efforts at the schools in the way of murals and such for building culture, pride, etc. as well as cool building congregation options during the summer/hot months.

Finally, in Goal 5, students and parents, again, expressed a concern regarding safety in the restrooms. Additional funding for equipment (vape detectors and tablets) for improved detection and monitoring has been included in Goal 5. While vaping in the restroom is still a concern, there were less expressed concerns expressed in this area in the 24-25 school year, but privacy and cleanliness were shared. For that reason, we will work to add some privacy features while amping up our cleaning/updating of restroom facilities. Other safety measures have been included to address expressed safety concerns like improved wifi, wiring for cameras and other safety equipment, etc.

Goal 6, the Equity Multiplier goal, included discussion around ways to continue to improve social-emotional learning, continue support of students academically and behaviorally through extended counseling services, continuance of increased and improved academic support

and offerings, as well as making connections for and with community programs and businesses to help students see themselves in positive and successfuls ways in a post-high school setting. A STEM opportunity will be added in 25-26 to help support students in seeing math connection and relevancy to life as well as to expose students to additional opportunitites in the work world and/or college opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CUHSD will provide equitable access to a well-rounded, standards-aligned curriculum focused on California state standards and offer support services, programs, and materials to promote increased student achievement and college/career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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)

An explanation of why the LEA has developed this goal.

CUHSD's educational partners have consistently prioritized the importance of providing equitable access to a well-rounded, standards-aligned curriculum for all students in order to increase student achievement. Central Union High School District's system is designed to raise the academic achievement of all students. A thorough examination of our Dashboard data and local feedback data has assisted us in identifying needs of our unduplicated pupil population (77.8% of our entire student population). Academic achievement gaps exist for all three of our unduplicated pupil subgroups. While math has been and continues to be an area of concern for us, literacy and language needs are becoming more concerning in this post-pandemic era as CAASPP scores have decreased across the board this year. Our metrics show the need to improve student academic achievement for English learners, foster youth, and socio-economically disadvantage students as well as Students with Disabilities. Additional services provided to our unduplicated pupils will help equip them with the knowledge and skills they need to obtain grade-level proficiency. We plan to improve academic performance through actions that support and improve student learning. The actions and metrics grouped together will help provide equitable access to a well-rounded, standards-aligned curriculum for all students to ensure increased student achievement and increased demonstrated growth toward meeting or exceeding academic performance standards.

There is a need to increase student achievement for all students as measured by the California School Dashboard:

- CUHSD All Students- ELA: Yellow (11.9 points above standard) - 54.88% Met or Exceeded Standards; Math: Orange (91.4 points below standard)- 20.86% Met or Exceeded Standards
- CUHSD English Learners - ELA: Red (55.3 points below standard) - 10.32% Met or Exceeded Standards; Math: Orange (139 points below standard - Increased 8.6 points) - 1.67% Met or Exceeded Standards
- CUHSD Students with Disabilities- ELA: Red (110.5 points below standard) - 12.5% Met or Exceeded Standards; Math: Orange (184.5 points below standard - Increased 11.5 points) - 0% Met or Exceeded Standards

- CUHSD Homeless- ELA: Orange (29.3 points below standard) - 43.75% Met or Exceeded Standards; Math: Orange (125 points below standard - Increased 10.9 points) - 6.25% Met or Exceeded Standards
- CUHSD Low Income - ELA : Orange (1.2 points below standard) - 48.99% Met or Exceeded Standards; Math: Orange (106.6 points below standard) - 16.43% Met or Exceeded Standards
- CUHS Students with Disabilities - ELA : Red (23.6 points below standard) - 13.33% Met or Exceeded Standards
- SHS English Learners - ELA : Red (66.3 points below standard) - 5.06% Met or Exceeded Standards; Math: Red (141.4 points below standard) - 0% Met or Exceeded Standards

- English Learner Progress – Yellow – 50.5% making progress towards English language, 44.7% of ELs who progressed at least one ELP level, and 22.19% of ELs reclassified (CUHS - 20.5% Reclassified, SHS - 25.5% Reclassified, DOHS - 13.8% Reclassified, PRHS 0% Reclassified, MSVA - 0% Reclassified.

- College and Career Readiness Indicator - Percent of students who meet prepared status - All Students: Medium (40% prepared), Students with Disabilities: Very Low (9.7% prepared), White: Very High (78.8% prepared), Hispanic: Medium (38.8% prepared), English Learners: Low (17.7% prepared), Socioeconomically Disadvantaged: Medium (35.8% prepared), Homeless - Low (21.3% prepared). At Southwest High School, Students with Disabilities scored in the Very Low category with 9.8% of students prepared. At Central Union, SWD scored in the Very Low level with only 4.2% of students prepared. At Desert Oasis, all groups scored in the Very Low category (All - 0%, SED - 0%, and Hispanic - 0%). At MSVA, all groups scored Very Low (All - 0%, SED - 0%, Hispanic - 0%).

- 2022-2023 Four Year Cohort Graduation Rate - All Students: 84.8% graduated (Orange), Students Experiencing Homelessness: 77.8% graduated (Orange), Students with Disabilities: 78.8% graduated (Orange), English Learners: 80.2 % graduated (Orange), Foster Youth: graduated (No Performance Level), Low Income: 83.2% graduated (Orange).
- Percent of students completing A-G Requirements plus a CTE Pathway – All Students- 16.8%, Asian-36.4%, Hispanic-16.1%, White-36.4%, EL-4.4%, LI-14.1%, SWD-1.8%, Homeless-9.5%

- 2023-2024 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 440 students - 19.3%, ELs: 853 students - 26%, Foster Youth: 24 students - 54.16%, Homeless: 180 students - 47.2%

- 2023-2024 California Healthy Kids Survey Data - 37% of 9th and 11th graders that took the CHKS at traditional sites state that school is really boring; 52% of nontraditional students surveyed stated that school is really boring.
- 11% of 9th and 11th graders at traditional schools who took the CHKS state that school is worthless and a waste of time. At our nontraditional/alternative school, 24% of students surveyed state that school is worthless and a waste of time.
- Qualitative data from feedback sessions and classroom walkthroughs is that we still have work to do in helping students see the relevance of some classes/concepts, and we can do more/better is making some classes more engaging and interesting.

To achieve this goal, we will be implementing the following actions:

SUPPORT FOR AT PROMISE STUDENTS: Actions 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, and 1.15 will provide support to individual and

groups of students using tutoring both in person and online, providing opportunities for students to retake courses and receive support in online intervention courses and independent study, offer reteach, retake, replace opportunities on Saturdays, after school and during the summer, provide an alternative intensive intervention program to struggling students who need a smaller learning environment, offer social emotional and mental health supports during Advisory, offer extended hours for support from counselors, and provide support to both students and families through the use of resource teachers. Technology and supplementary resources will also be provided to support students with their academics and sense of belonging. All these offerings will be supported through benchmark and growth/formative assessments as well as data analysis to ensure these supports are meeting the needs of the students and bringing about improved academic progress.

BROAD, RIGOROUS COURSE OF STUDY: Actions 1.1, 1.2, 1.4, 1.7, 1.12, 1.13, 1.14 offer options for students who are struggling, students who are college or technical school bound, and students who will enter the workforce. Additional courses in mathematics, science, career technical education, fine arts, dual enrollment, articulated courses, AVID, Advanced Placement, International Baccalaureate will be added to the master schedule using Cardonex as the tool to ensure equity for students in a broad course of study.

The actions and metrics grouped together will help achieve this goal by focusing time and attention on strategies and supports for students who are foster youth, English Learners, and students who are low income. There is a strong focus on mathematics and college and career. Supports begin with assessment both pre and post, extend into more offerings in math and CTE, provide support through tutoring for students, targeted support for English Learners and students who are not on track for graduation and/or CTE/A-G completion.

Through the implementation of these actions, we anticipate that we will improve student CAASPP and CAST scores, the graduation rate, CTE completion rate, A-G completion rate, and ELPAC scores of students scoring moderately and well developed.

Through the above-mentioned actions and improvement of these metrics, we will be achieving the goal of promoting academic achievement of all students, particularly students who are low-income, foster youth, students with disabilities, and English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard - Mathematics and Science- Percentage of students who have met or exceeded standards on CAASPP / CAST	2022-2023 (96% OF 11TH GRADERS TESTED) Math CAASPP: All Students: Orange (91.4 points below	2023-2024 (98% OF 11TH GRADERS TESTED) Math CAASPP: All Students: Orange (106.4		Math CAASPP: All Students: Achieve Yellow Level in math and score no lower than 20 points below standard, 30% MEET OR	Math CAASPP: All Students: no color growth, -15 pomits points below standard from baseline to current year, -1.48% decline in #

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard)- 20.86% Met or Exceeded Standards English Learners: Orange (139 points below standard - Increased 8.6 points) - 1.67% Met or Exceeded Standards - Students with Disabilities: Orange (184.5 points below standard - Increased 11.5 points) - 0% Met or Exceeded Standards Homeless: Orange (125 points below standard - Increased 10.9 points) - 6.25% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange (105 points below standard) - 16.43% Met or Exceeded Standards CAST: All Students: Standard Exceeded - 3.03%, Standard Met - 20.16%	points below standard)- 19.38% Met or Exceeded Standards English Learners: Red (169.1 points below standard - Declined 30.1 points) - 0% Met or Exceeded Standards - Students with Disabilities: Red (204.2 points below standard - Declined 19.7 points) - 3.81% Met or Exceeded Standards Homeless: Yellow (113 points below standard - Increased 12 points) - 22.73% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Red (117.8 points below standard - Declined 12.8		EXCEED STANDARDS English Learners: Achieve Yellow Level , 15% MEET OR EXCEED STANDARDS Students with Disabilities: Achieve Yellow Level, 10% MEET OR EXCEED STANDARDS Homeless: Achieve Yellow Level, 12% MEET OR EXCEED STANDARDS Low Income: Achieve Yellow Level, 22% MEET OR EXCEED STANDARDS CAST: All Students: Standard Exceeded and Met - 30% English Learners: Standard	of students that MEET OR EXCEED STANDARDS English Learners: Decline one color, decline 1.67% of students that MEET OR EXCEED STANDARDS Students with Disabilities: decline one color, increase of 3.81% that MEET OR EXCEED STANDARDS Homeless: Increase one color to Yellow Level, 16.48% increase that MEET OR EXCEED STANDARDS Low Income: decrease one color, decline of 0.72% that MEET OR EXCEED STANDARDS CAST:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: Standard Exceeded - 0%, Standard Met - 0% LTEL - Standard Exceeded - 0%, Standard Met - 0% Students with Disabilities: Standard Exceeded - 0%, Standard Met - 2.56% Homeless: Standard Exceeded - 0%, Standard Met - 14.29% Low Income: Standard Exceeded - 1.86%, Standard Met - 15.94%	points) - 15.71% Met or Exceeded Standards CAST: All Students: 2023-2024 (98% OF 11TH GRADERS TESTED) All Students: 22.86% Met or Exceeded Standards English Learners: 1.84% Met or Exceeded Standards - LTEL - Standard Met or Exceeded - 2.59% Students with Disabilities: 6.25% Met or Exceeded Standards Homeless: 6.25% Met or Exceeded Standards Foster Youth: No Data Available		Exceeded and Met - 10% LTEL - Standard Exceeded and Met - 10% Students with Disabilities: Standard Exceeded and Met - 12% Homeless: Standard Exceeded and Met - 30% Low Income: Standard Exceeded and Met - 30%	All Students: decline of 0.3% of students attaining Standard Exceeded and Met English Learners: increase of 1.84% that attained Standard Exceeded and Met LTEL - increase of 2.59% that attained Standard Exceeded and Met Students with Disabilities: increase of 3.69% that attained Standard Exceeded and Met Homeless: decrease of 8.04% that attained Standard Exceeded and Met Low Income: increase of 1.09% that attained Standard Exceeded and Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income: 18.89% Met or Exceeded Standards			
1.2	Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math - Grades 9-11 Insufficient Textbook Findings - Williams Visit LCAP Self-Reflection Tool - Priority 2: Implementation of State Standards -Increase of progress scores in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks (scores range from 1-Exploration and Research Phase to 5 - Full Implementation and Sustainability)	MAP Growth Interim Assessments in ELA and Math will be utilized to measure student achievement and progress/growth in grades 9-11, three times a year (BOY, MOY, EOY) . This assessment will be administered for the first time in August 2024. 0 findings on Williams Visit (23-24) 2023-2024 LCAP Self-Reflection Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 3	NWEA Math Progress: Fall - 37% of all grades scored between the 61st and >than 80th percentile (median %ile - 49th) Winter - 35% of all students scored between the 61st and >than 80th percentile (median %ile - 46th) Spring - 36% of all students scored between the 61st and >than 80th percentile (median %ile - 47th) NWEA ELA Progress: Fall - 31% of all grades scored between the 61st and >than 80th percentile (median %ile - 45th) Winter - 28% of all students scored between the 61st		Percent of students scoring between 61st and > that 80% will increase 2% every season and 6% every year; median %ile will also increase every year Maintain 0 findings on Williams Visit Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 4 Full Implementation, Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation,	NWEA data baseline set Met goal - Maintain 0 findings on Williams Visit Priority 2: Implementation of State Standards - no change in data between baseline and current year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Initial Implementation, History - Social Science - 3 Initial	and >than 80th percentile (median %ile - 42nd) Spring - 26% of all students scored between the 61st and >than 80th percentile (median %ile - 39th) 0 findings on Williams Visit (24-25) 2024-2025 LCAP Self-Reflection Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 3 Initial		Next Generation Science Standards - 4 Initial Implementation, History - Social Science - 4 Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Implementation, History - Social Science - 3 Initial			
1.3	California School Dashboard - ELA- Percentage of students who have met or exceeded standards Student survey data regarding quality of instruction and instruction meeting students' needs CHKS Climate Report Data - Percent of students stating that "school is really boring" or "school is worthless and a waste of time" on the California Healthy Kids Survey	ELA CAASPP 22-23 All Students: Yellow (11.9 points above standard) 54.88% Met or Exceeded Standards English Learners: Red (55.3 points below standard) 10.32% Met or Exceeded Standards Students with Disabilities: Red (110.5 points below standard) 12.5% Met or Exceeded Standards Homeless: Orange (29.3 points below standard) 43.75% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange (1.2 points below standard) 48.99% Met or Exceeded Standards	ELA CAASPP 23-24 All Students: Yellow (10.9 points above standard - maintained -1 point) 55.74% Met or Exceeded Standards English Learners: Red (75.8 points below standard - declines 20.5 points) 4.15% Met or Exceeded Standards LTELs - Red (75.8 points below standard - declined 20.5 points) 4.35% Met or Exceeded Standards Students with Disabilities: Red (111.9 points below standard - maintained -1.4 points)		ELA CAASPP - All Students: Green, 65% Met or Exceeded Standards English Learners: Yellow, 20% Met or Exceeded Standards LTELs - Yellow, 20% Met or Exceeded Standards Students with Disabilities: Yellow, 20% Met or Exceeded Standards Homeless: Green, 55% Met or Exceeded Standards Low Income: Green, 60% Met or Exceeded Standards	ELA CAASPP - All Students: Maintained yellow status, 0.86% increase in Met or Exceeded Standards English Learners: maintained re status, 6.17% decrease in Met or Exceeded Standards LTELs - new baseline data Students with Disabilities: still in red status, decrease of 3.85% in Met or Exceeded Standards Homeless: increase of one color, decrease of 2.84% in Met or Exceeded Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No baseline data for survey: 24-25 data will set baseline for upcoming years regarding both quality and meeting students' needs 2023-2024: 37% of 9th and 11th graders that took the CHKS at traditional sites state that school is really boring. At our nontraditional/alternative school, 52% of students surveyed stated that school is really boring. 11% of 9th and 11th graders at traditional schools who took the CHKS state that school is worthless and a waste of time. At our nontraditional/alternative school, 24% of students surveyed state that school is worthless and a waste of time.	16.35% Met or Exceeded Standards Homeless: Yellow (16.7 points below standard - increased 12.6 points) 40.91% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange (3.6 points below standard - Maintained -2.3 points) 50.54% Met or Exceeded Standards 62.3% of students rank quality of instruction as high or very high and 85% of students responded that their teachers provide them with strong academic instruction and help them learn the subjects they		75% of students will rank quality of instruction as high or very high and meeting their needs Decrease to 20% - 9th and 11th graders on CHKS at traditional sites that state that school is really boring. Decrease number of nontraditional/alternative school students to 35% who state that school is really boring. Decrease to less than 5% of 9th and 11th graders at traditional schools who state that school is worthless and a waste of time. Decrease to less than 10% of students at nontraditional/alternative school, who state that school is worthless and a waste of time.	Low Income: maintained color status, decrease of 1.55% in Met or Exceeded Standards Student survey baseline data set this year. No growth in 9th and 11th grader response with regard to CHKS at traditional sites that state that school is really boring. Decrease in number of nontraditional/alternative school students to 8% who state that school is really boring between 23-24 and 24-25.. Decrease of 1% of 9th graders and 0% of 11th graders at traditional schools who state that school is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			am supposed to learn. 2024-2025: 35% of 9th graders and 39% of 11th graders that took the CHKS at traditional sites state that school is really boring. At our nontraditional/alternative school, 44% of students surveyed stated that school is really boring. 10% of 9th and 11% of 11th graders at traditional schools who took the CHKS state that school is worthless and a waste of time. At our nontraditional/alternative school, 16% of students surveyed state that school is worthless and a waste of time.			worthless and a waste of time. Decrease of 8% of students at nontraditional/alternative school, who state that school is worthless and a waste of time between 23-24 and 24-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CTE Completers - Percent of completers California School Dashboard - College and Career Readiness Indicator - Percent of CUHSD students who meet prepared status Percent of CUHS and SHS Students with Disabilities CTE Completers Percent of DOHS and MSVA Student CTE Completers (All, SED, Hispanic)	22-23 420 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course - 12th Graders - 54.8% completers (CUHS-43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%) 40% of CUHSD All Students are prepared for College/Career / SWD are Very Low (9.7%) and ELs (17.7%) and Homeless (21.3%) are Low CUHS SWD CTE Completers - 4.2% SHS SWD CTE Completers - 9.8% DOHS All Student CTE Completers - 0% DOHS SED CTE Completers - 0% DOHS Hispanic CTE Completers - 0% MSVA All Student CTE Completers - 0% MSVA SED CTE Completers - 0%	23-24 508 students (38.69%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 45.7% of CUHSD All Students are prepared for College/Career (Increased 5.7%) / SWD are Red (7% - Declined 2.7%) / ELs are Yellow (22.8% - 5.1% Increase) and Homeless are Yellow (31% - Increased 9.7%) CUHS SWD CTE Completers - 9.86% SHS SWD CTE Completers - 12.35% DOHS All Student CTE Completers - 3.12% DOHS SED CTE Completers - 3.12%		Increase to 70% of graduates as CTE completers districtwide 50% of CUHSD All Students are prepared for College/Career, No student group falls in the Very Low or Low performance levels CUHS SWD CTE Completers - 10% SHS SWD CTE Completers - 15% DOHS All Student CTE Completers - 10% DOHS SED CTE Completers - 10% DOHS Hispanic CTE Completers - 10% MSVA All Student CTE Completers - 10% MSVA SED CTE Completers - 10%	We had an increase in the number of pathways completed, but the percentage of graduates comoleting a pathway decreased by 16.11% districtwide. Increase of 5.7% in CUHSD All Students prepared for College/Career, SWD are still Red (Declined 2.7%) / ELs are Yellow (5.1% Increase) and Homeless are Yellow (Increased 9.7%) CUHS SWD CTE Completers - increased 5.66%) SHS SWD CTE Completers - (increased by 2.55%) DOHS All Student CTE Completers - increased by 3.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MSVA Hispanic CTE Completers - 0%	DOHS Hispanic CTE Completers - 3.12% MSVA All Student CTE Completers - 3.26% MSVA SED CTE Completers - 3.26% Completers - 3.26%			DOHS SED CTE Completers - increased by 3.12% DOHS Hispanic CTE increased by 3.12% MSVA All Student CTE Completers - increased by 3.26% MSVA SED CTE Completers - increased by 3.26%
1.5	Graduation Rate (Dashboard) and Dashboard Level Graduation Rate	2022-2023 CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: 84.8% graduated (Orange) Students Experiencing Homelessness: 77.8% graduated (Orange) Students with Disabilities: 78.8% graduated (Orange) English Learners: 80.2 % graduated (Orange) Foster Youth: graduated (No Performance Level) Low Income: 83.2% graduated (Orange)	CUHSD FOUR YEAR 2023-2024 COHORT GRADUATION RATE: All Students: 92.4% graduated (Blue) Students Experiencing Homelessness: 87.7% graduated (Green) Students with Disabilities: 85.3% graduated (Green) English Learners: 88.2 % graduated (Green)		CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: 90% graduated (Green) Students Experiencing Homelessness: 85% graduated (Green) Students with Disabilities: 85% graduated (Green) English Learners: 85% graduated (Green) Foster Youth: graduated (No	CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: increased by 7.6% Students Experiencing Homelessness: increased by 9.9% Students with Disabilities: increased by 6.5% English Learners: increased by 8% Low Income: increased by 8.9% DOHS All - increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DOHS All - 37.3% graduated (declined 47.1%) - Red DOHS SED - 36% graduation (declined 48%) - Red DOHS Hispanic - 36.7% graduated (declined 49%) -Red MSVA All - 9.8% graduated (declined 60.2%) - Red MSVA SED - 10.5% graduated (declined 58.7%) - Red MSVA Hispanic - 10% (declined 58.4%) - Red	Foster Youth: No Performance Level Low Income: 92.1% graduated (Blue) DOHS All - 79.6% graduated (increased 42.4%) - Yellow DOHS SED - 79% graduation (increased 43%%) - Yellow DOHS Hispanic - 79.4% graduated (increased 42.7%) -Yellow MSVA All - 67.7% graduated (increased 58%) - Red MSVA SED - 66.7% graduated (increased 26.1%) - No Perf. Color MSVA Hispanic - 67.7% (increased 57.7%) - Red		Performance Level) Low Income: 88% graduated (Green) DOHS All - 65% graduated (green) DOHS SED - 65% graduation (green) DOHS Hispanic - 65% graduated (green) MSVA All - 65% graduated (green) MSVA SED - 65% graduated (green) MSVA Hispanic - 65% graduated (green) MSVA Hispanic - 10% (declined 58.4%)	42.3%, increased 2 colors DOHS SED - increased by 43%, increased 2 colors DOHS Hispanic - increased by 42.7%, increased one color MSVA All - increased by 57.9%, no color difference MSVA SED - increased by 56.2% MSVA Hispanic - increased by 57.7%, no color difference
1.6	A-G Completion Rate - Percent of students completing a-g requirements (All Schools and all subgroups)	CDE Dashboard indicates that completion rate for 21-22 was 29.1% (CUHS - 29.5%, SHS- 34.7%,	CDE Dashboard indicates that completion rate for 22-23 was 34.5% (CUHS - 31.7%, SHS- 38.9%,		A-G completion rate of 40% 75% of students will identify counseling	CDE Dashboard completion rate for 22-23 vs Ed-Data completion rate for 23-24 increased 3.7% districtwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCAP Survey data regarding quality/quantity of academic counseling services	DOHS - 0%, MSVA - 2.4%) Baseline to be set with new survey to be administered in 24-25	DOHS - 0%, MSVA - 25%) and Ed-Data indicates an a-g completion rate of 38.2% in 2023-24 (CUHS - 42.4%, SHS- 42.4%, DOHS - 0%, MSVA - 4.8%) 65% of students identified counseling services as being high or very high on LCAP Survey 27.8% of students said that they have met with their counselor only once or not at all this school year.		services as being high or very high on LCAP Survey	(CUHS - 10.7% increase, SHS- 3.5% increase, DOHS - 0% no increase, MSVA - 20.2% decrease) Baseline data set of 65% of students identifying counseling services as being high or very high on LCAP Survey and 27.8% of students stating that they have met with their counselor only once or not at all this school year.
1.7	Broad Course of Study - Percent of sub-group population students enrolled in VAPA Number of Fine Arts courses and sections offered in Master Schedules	2023-2024 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 440 students - 19.3% ELs: 853 students - 26% Foster Youth: 24 students - 54.16%	2024-2025 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 48.14 % ELs: students - 30.57%		Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: 40% ELs: 40% Foster Youth: 75% Homeless: 75%	Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: increase of 28.84% ELs: increase of 4.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 180 students - 47.2% Current number of courses and sections of VAPA Districtwide - 24 courses, 65 sections	Foster Youth: students - 65% Homeless: students - 40.4% Current number of courses and sections of VAPA Districtwide - 32 courses, 81 sections		Number of courses and sections of VAPA Districtwide - 26 courses, 75 sections	Foster Youth: increase of 10.84% Homeless: decrease of 6.8% Number of courses and sections of VAPA Districtwide - increase of 10 VAPA courses districtwide and 16 sections districtwide
1.8	Student technology ratio LCAP Student Survey regarding effectiveness of technology and its usage in the classroom	Maintain 1:1 Chromebooks 23-24 Our Educational Parent Survey contained responses from 149 parents and 1,047 students. Focus groups with students were held with 5 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96% responded Agree or Strongly Agree	Maintained 1:1 Chromebooks 24-25 Our Educational Parent Survey contained responses from 101 parents and 705 students. Also, focus groups with students were held with 8 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn,"		Maintained 1:1 Chromebook Intiative 90% of students and staff feel technology is used as an effective teaching tool.	Maintained 1:1 Chromebook Intiative We have maintained over 90% of students and parents who share that they agree or strongly agree that technology is being used effectively. We have decreased by 2.1% with staff in regards to their belif that they have adequate technology for the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 96% responded Agree or Strongly Agree. Of the 31 certificated staff members who responded to the LCAP survey, 74% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	96.8% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 94.1% responded Agree or Strongly Agree. Of the 32 certificated staff members who responded to the LCAP survey, 71.9% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they			effective implementation of the California Standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are responsible for teaching.			
1.9	Broad Course of Study - College/Career Indicator Percentage of Student Course Requests placed when Scheduler is run (prior to any manual entries/adjustments)	22-23 40% of All Students are prepared for College/Career / SWD are Very Low and ELs and Homeless are Low Scheduler will be run in August 2025 - Percentage TBD	2024 45.7% of All Students are prepared for College/Career, 7% of SWD students are prepared, 45.2% of Hispanic students are prepared, 22.8% of ELs are prepared, 42.1 of SED students are prepared, 31% of homeless students are prepared SWD are in the Very Low/Declined (red), ELs, LTELs, and Homeless are in the Yellow (low, but increased)		50% of All Students are prepared for College/Career, No student group falls in the Very Low or Low performance levels Running the Scheduler will result in 90% of student course requests being placed	5.7% increase of All Students who are prepared for College/Career, SWD still are categorized as very low with regard to preparation, ELs and Homeless have moved out of the red group into the yellow. Percentage TBD
1.10	Number of students enrolled at PRHS and MSVA Percentage of failing grades by semester at PRHS and MSVA Attendance rates for PRHS and MSVA	23-24 PRHS Enrollment - 23, MSVA Enrollment - 95 PRHS Sem 1 Fs (Sem 1 23-24) - 16.8% MSVA Sem 1 Fs (Sem 1 23-24) - 15.6% 22-23 PRHS: 87.82%	24-25 PRHS Enrollment - 18, MSVA Enrollment - 66 PRHS Sem 1 Fs (Sem 1 24-25) - 16.8%		PRHS Enrollment - 23, MSVA Enrollment - 68 PRHS Fs - 10% or less each semester MSVA Fs - 10% or less each semester	PRHS Enrollment - enrollment has declined, MSVA Enrollment - enrollment has declined (school to be closed)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 MSVA - 70.96%	MSVA Sem 1 Fs (Sem 1 24-25) - 9.7% Attendance: 23-24 PRHS: 83% 24-25 PRHS (Aug-Apr) - 80% 23-24 MSVA - 97% 24-25 MSVA (Aug-Apr) - 94%		24-25 Attendance Rate: PRHS: 95% MSVA - 95%	PRHS Fs - number of failures has maintained MSVA Fs - number of failures has decreased by 5.9% 24-25 Attendance Rate: PRHS: attendance has decreased by 4.82% MSVA - attendance has increased by 23.04%
1.11	Library traffic - number of students accessing library materials/resources and number of students signing in to the library for extended hours	Library has not been staffed in 23-24 school year; 24-25 school year will set baseline data	CUHS Total Circulations - 3169 (Aug 2024-Apr 2025) Approximately 175 students utilize library's extended hours. SHS Total Circulations - 1597 (Aug 2024-Apr 2025) Approximately 250 students utilize library's extended hours.		Libraries will service at least 200 students per day	Library traffic baseline data set.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Percentage of students completing 2 or more Dual Enrollment classes (as measured through CCI) in their tenure Percentage of students deemed Not Prepared for CCI	2023 CCI Dashboard Data - 3.8% of All Students meet CCI through College Credit Courses (4.2% Hispanic, 3.8% SED, 9.1% Students w/Disabilities) Not Prepared for CCI - 37.4% All Students, 55.8% ELs, 40.8% SED, 60.2% SWD, 60.7% Homeless)	2024 CCI Dashboard Data - 22% of All Students meet CCI through College Credit Courses (22.5% Hispanic, 22.5% SED, 44.4% Students w/Disabilities) Not Prepared for CCI - 35.2% All Students, 56.9% ELs, 38.2% SED, 64.8% SWD, 47.9% Homeless)		2024 CCI Dashboard Data - 10% of All Students meet CCI through College Credit Courses (10% Hispanic, 10% SED, 15% Students w/Disabilities) Not Prepared for CCI - 20% All Students, 40% ELs, 30% SED, 50% SWD, 50% Homeless)	2024 CCI Dashboard Data - increase of 18.2% of All Students meet CCI through College Credit Courses (18.3% increase Hispanic, increase of 18.7% of SED, Students w/Disabilities - increase of 35.3% Not Prepared for CCI - 2.2% decrease of All Students meeting not prepared, increase of 1.1% of ELs not meeting not prepared, decrease of 2.6% SED not prepared, increase of 4.6% SWD not prepared, and decrease of 12.8% Homeless
1.13	Percentage of AP/IB students' Advanced Placement Test results with a 3 or higher and/or IB test results with a 4 or higher	Collegeboard Results 22-23 AP Test - Total # of Students Taking Exams: 493 Number of Exams Administered: 778	Collegeboard Results 23-24 AP Test - Total # of Students Taking Exams: 624		Collegeboard Results AP Test - Total # of Students Taking Exams: 600	Collegeboard Results AP Test - Total # of Students Taking Exams: increase of 131 exams taken

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students meeting CCI through AP/IB Exams	Exams w/Scores of 3 or Higher - 51.3% IB Test - Total # of Students Taking Exams: 104 Number of Exams Administered: 151 Exams w/scores of 4 or higher - 94 or 62.25% # of candidates who passed the diploma - 2 CCI Preparedness through AP/IB exams - AP - 19.4% of All Students, 13.3% EL, 16.4% SED IB - 2.2% All Students, 5% EL, 2.5% SED)	Number of Exams Administered: 990 Exams w/Scores of 3 or Higher - 48% IB Test - Total # of Students Taking Exams: 119 Number of Exams Administered: 158 Exams w/scores of 4 or higher - 114 or 72.15% # of candidates who passed the diploma - 2 CCI Preparedness through AP/IB exams - AP - 17.7% of All Students, 5.1% EL, 15.2% SED IB - 3.4% All Students, 0% EL, 3.2% SED)		Number of Exams Administered: Exams w/Scores of 3 or Higher - 60% IB Test (IB is being phased out, so we will not track this past 25-26) - Exams w/scores of 4 or higher - 70% CCI Preparedness through AP/IB exams - AP - 25% of All Students, 18% EL, 25% SED	Number of Exams Administered: Exams w/Scores of 3 or Higher - decrease of 3.3% IB Test (IB is being phased out, so we will not track this past 25-26) - increase of 15 exams administered Exams w/scores of 4 or higher - increase of 9.9% CCI Preparedness through AP/IB exams - AP - decrease of 1.7% of All Students, increase of 1.9% of ELs, 1.2% decrease in SED
1.14	CTE Completers - Percent of completers A-G Completion Rate - Percent of students completing A-G requirements	2022-23 - 420 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 12th Graders - 54.8% completers (CUHS-	23-24 - CTE Completers: 501 students (48%) in the graduating class completed at least one CTE pathway with a grade of C-		CCI - CTE Pathway Completion - 65% of All Students A-G completion rate of 40%	We had an increase in the number of pathways completed, but the percentage of graduates completing a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of students completing A-G Requirements plus a CTE Pathway Enrollment of unduplicated populations in VAPA courses	43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%) A-G completion rate for 21-22 was 29.1% (CUHS - 29.5%, SHS-34.7%, DOHS - 0%, MSVA - 2.4%) 2022-2023 - Percent of students completing A-G Requirements plus a CTE Pathway-Central Union High School District: 16.8%, (Asian-36.4%, Hispanic-16.1%, White-36.4%, EL-4.4%, LI-14.1%, SWD-1.8%, Homeless-9.5%); Central Union High School: 17.1%, Desert Oasis High School: 0%, Southwest High School: 20.1%, Mt Signal Virtual Academy - 0% 2023-2024 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 440 students - 19.3%, ELs: 853 students - 26%, Foster	or better in the capstone course 23-24 - A-G Completion: CDE Dashboard indicates that completion rate for 22-23 was 34.6% (CUHS - 31.7%, SHS- 38.9%, DOHS - 0%, MSVA - 25%) 2023-2024 - Percent of students completing A-G Requirements plus a CTE Pathway (CDE Dashboard)-Central Union High School District: 24.8%, (Hispanic-23.9%, White-43.5%, EL-10.1%, LTEL - 9.4%, SED-21.5%, SWD-1.6%, Homeless-13.7%); Central Union High School: 29.5%, Desert Oasis High School: 0%, Southwest High School: 28.3%, Mt		2022-2023 - Percent of students completing A-G Requirements plus a CTE Pathway-30% Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 40%, ELs: 40%, Foster Youth: 75%, Homeless: 75%	pathway decreased by 16.11% districtwide. Increase of 5.7% in CUHSD All Students prepared for College/Career, SWD are still Red (Declined 2.7%) / ELs are Yellow (5.1% Increase) and Homeless are Yellow (Increased 9.7%) CDE Dashboard completion rate for 22-23 vs Ed-Data completion rate for 23-24 increased 3.7% districtwide (CUHS - 10.7% increase, SHS-3.5% increase, DOHS - 0% no increase, MSVA - 20.2% decrease) 2022-2023 - Percent of students completing A-G Requirements plus a CTE Pathway-30% (missed by 5.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Youth: 24 students - 54.16%, Homeless: 180 students - 47.2%	Signal Virtual Academy - 0% 2024-2025 Percentage of total number of students currently enrolled in visual and performing arts courses: SWD: students - 42.06% ELs: students - 30.57% Foster Youth: students - 65% Homeless: students - 40.4%			Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: increase of 28.84% ELs: increase of 4.57% Foster Youth: increase of 10.84% Homeless: decrease of 6.8%
1.15	LCAP Teacher Survey questions regarding professional development	23-24 Current question: The school effectively supports professional development to facilitate each students achieving the academic standards - 71.95% stated Strongly Agree or Agree	24-25 Current question: The school effectively supports professional development to facilitate each students achieving the academic standards - 65.7% stated Strongly Agree or Agree		The school effectively supports professional development to facilitate each students achieving the academic standards - 85% will state Strongly Agree or Agree by 26-27	Certificated opinion regarding professional development facilitating each student's achieving the academic standards has actually declined since 23-24 by 6.25%.

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.

CUHSD fully implemented actions 1.1, 1.3,1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, and 1.15. Some successes that we have experienced include more hands-on opportunities in science classes, continuance of MTSS Coordinators to assist in identifying student needs and assisting in identifying interventions to support students more fully on campus, maintenance and enhancement of our CTE programs, availability of credit recovery opportunities as well as RRR (Reteach, Retest, Replace) opportunities in currently enrolled classes, acquisition and installation of additional modular buildings to support Prop 28 dollars and the availability of additional Fine Arts classes on campus at Central, maintenance of our 1:1 Chromebook initiative, utilization of a Master Scheduling program that ensures conflicts are identified early to ensure a maximum number of students are able to take the courses of their choice, support of schools of choice and long term independent ststudies for students who need it, availability and offering of both dual enrollment and rigorous courses like AP and IB, and the sustaining of staff to assist in our program improvement efforts.

We partially implemented actions 1.2 (which was also supported through other funding sources (Educator Effectiveness, LREBG, and Title II) and recognize the need to get back to basics and reconvene our Curriculum and Assessment teams to both identify needs and plan for bridging those gaps. While not fully embraced at this time, the utilization of NWEA Map Growth data will assist us in ensuring proper placement; 24-25 school year was an implementation/learning year, and 25-26 school year is where we should see strategic instructional adjustments and, therefore, improved student achievement and proficiency. Action 1.11 has also been partially implemented as we have not yet fully staffed our library with a librarian and, therefore, have not imcreased or improved the resources/materials available in the libraries. That being said, there is a lot of activity that takes place in and funnels through the library with the staff that is in place.

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

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

In review of the 24-25 Budgeted Expenditures and Estimated Actual Expenditures, it was noted that we underbudgeted and/or overspent in Actions 1.1 (Math and Science offerings), 1.4 (CTE offerings), 1.6 (expanded counseling services), and 1.14 (College and Career Readiness). We are making a concerted effort to improve proficiency, relevance, and motivation in both math and science. We are improving facilities for CTE programs and enhancing the services offered here while being strategic in ensuring that CTE pathways are accessible to all students and that more students are able to enroll in and complete one pathway, particularly in the areas of Students with Disabilities, Long Term English Learners, and English Learners. We are also making attempts to ensure that counselors are available for extended hours to inform both students and parents of programs, services, and plan/staff meetings for informational purposes.

We overbudgeted/underspent in actions 1.2, 1.7, and 1.12. The availability of other funding sources and the deadline for expending those dollars caused the underspending in 1.2. While some activity took place in this area, other dollars were spent. We will increase in 25-26, however, the collaboration of staff in standards-aligned instruction and assessment as we move forward with the implementation of NWEA

Map Growth assessment and the analysis of this data (and other data pieces) to make strategic, sound instructional decisions to meet the needs of students in our classrooms. In action 1.7, we were unable to start the project for enhancing the lighting and other systems in the Jimmie Cannon Theatre as planned to suport our Visual and Performing Arts classes. Availability of experts in the field and priorotization of other projects impacted this, but the project is still on the list of areas to address and improve. We simply overbudgeted in action 1.12.

All other actions (1.3, 1.5, 1.8, 1.9, 1.10, 1.11, 1.13, and 1.15) were very close in planned and actual expenditures.

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

Many of our metrics are showing that our actions have not yet had the impact needed/desired. In the areas of ELA and math (1.1, 1.2, and 1.3), we are committed to improvement in instructional adjustments to address the identified needs of students through the NWEA Map Growth assessment. The utilization of NWEA Map Growth data will assist us in ensuring proper placement; 24-25 school year was an implementation/learning year, and 25-26 school year is where we should see strategic instructional adjustments and, therefore, improved student achievement and proficiency. As a staff, our mind set also needs some adjustment to move to a culture of data analysis and collaboration to impact our instructional practices and utilization of strategies. This will require additional time for both professional development, analysis, discussion, and collaboration.

We have found 1.4 to be effective in that we are increasing the percentage of the all student group who are prepared for College and Career; however, we have additional work to do in getting English Learners, Long Term English Learners, and Students with Disabilities to the same level (1.9). We have started work in identifying current sophomore students (who will be juniors next year) who have not started a pathway and making a concerted effort to give these students priority to the concentrator courses, which will give additional students an opportunity to complete a CTE pathway. This is a huge change for some as it impacts students' ability to enroll in and complete more than one pathway. We understand that all students deserve the opportunity to be exposed to at least one career choice, however, to assist and support students in making decisions about their future career plans. Being strategic in the placement of students is a step in the right direction for both access and inclusion.

Graduation rates (1.5) have increased across the board. While we celebrate this, we also recognize that the decline on our state assessment scores/proficiency and an increase in our graduation rates do not match up, and we will be working to identify why this phenomena exists.

We are seeing our efforts in expanded counseling services (1.6) as effective as we have seen an increase in a-g completion rates at both of the comprehensive sites. Based on survey data, however, we also recognize that there is additional work to be done in the frequency of meetings between counselors and students as well as quality of services provided. We need to dig deeper into this area to determine how to improve quality.

We are finding our work with 1.7 (Broad Course of Study) and 1.9 (Master Scheduling) to be effective as we have greatly increased access to Fine Arts classes as measured by the increased number of special population students enrolled and the number of courses offered. We were able to utilize Prop 28 dollars to hire additional staff in this area.

In the area of enhanced student technology (1.8), we have been able to maintain our 1:1 initiative and provide access to technology and wifi to our most vulnerable students. Through our surveys, both parents and students believe that we are using technology as an effective teaching tool. Staff, on the other hand, believe we have work to do in this area, so we will investigate what more we can do to support technology effectiveness in the classroom.

Effectiveness of 1.10 is split. While we are seeing some attendance benefits from these activities (at MSVA), we are not seeing the same kind of success in the academic proficiency/improvement. At Phoenix Rising, the course offerings are being adjusted to motivate students (the inclusion of CTE/STEM courses on the schedule) to increase motivation to come to school and to assist students in finding relevancy in their learning. This has some staffing implications for which we believe we have a plan.

Activity 1.11 is effective in that it ensures that there is a supervised location for students to access resources, work on homework and other projects, etc. Traffic in the libraries demonstrates a need to continue to support.

We are seeing effectiveness from our Articulated and Dual Enrollment offerings (1.12) as well as about 7 times the number of students (from 22-23 to 23-24), even in our subpopulations, have met CCI preparedness through college credit courses. We are working toward being strategic here as well and rather than just waiting for students to sign up for these classes, we are proactively inviting students to enroll based on their achievement in other courses. The inclusion of the Auto classes at Central during the school day have made huge impacts in this area, so we are investigating the possibility of a CTE Dual Enrollment option during the day at Southwest. We believe there is also an opportunity to figure out postsecondary credit for our Barber and Beauty pathway at Desert Oasis through collaboration with the local Learning Institute of Southern California. We need figure out logistics.

An increased number of students are taking AP and IB exams, but the results as far as passing AP and IB exams are mixed (percentage passed has decreased in AP and has increased in IB). There is work to do in the area of rigorous course offerings and services (1.13) to enroll more special population students and to prepare enrolled students for exams. Many teachers are being sent to AP training this summer, particularly at Southwest High, as we phase out IB (due to low enrollment in these classes) and increase AP offerings.

We are seeing mixed results with college and career readiness (1.14). Our CTE completion rate has declined (although we are seeing more pathway completions). We are working to reduce duplication of students in pathways in order to open opportunities for additional students, particularly those in special populations. Our a-g completion rate is on the rise; we leveraged a-g Improvement Block Grant dollars to hire additional counselors, and this seems to be paying off.

For instructional program improvement support (1.15), we have some work to do as well. One school (Central) is seeing more upward trends than the others. We are working on establishing visions for departments, adjusting/improving instructional practicees, utilization of data to make informed decisions, etc. More training for these individuals will occur in 25-26 to ensure that we are working more diligently toward district improvement and identifying areas of priority for support.

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.

There will be a change to the metric for 1.3 to "My teachers provide me with strong academic instruction; my teachers help me learn the subjects I am supposed to learn" in place of the wording that instruction was meeting students' needs.

CUSHD has added a metric to 1.6 to measure the frequency of each student meeting with their counselor.

For action 1.10, we are closing MSVA, school of choice, and moving these Long Term Independent Studies staff members (and students) to the comprehensive sites in order to continue to support students with needs that contribute to needing a virtual option for schooling. By removing the school and moving staff and students back to comprehensive sites, we broaden the options available to these students: hybrid schedules, access to after school and extra curricular activities, etc. We hope that this modification will assist students in making small changes that will assist in their transition back to in person/on campus coursework. Modification being made to the tile of to remove MSVA language and to include long term independent studies language.

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	Expanded and enhanced options in math and science	Continue to offer support and services to students who are not meeting standards in math and science in order to close the achievement gap in meeting standards with priority given to unduplicated population students. Continue to offer and possibly develop additional math and science classes to support students and enhance learning opportunities; pay teacher salaries for these additional courses. Provide opportunities for remediation and/or enrichment when necessary or appropriate. Increase relevancy and student engagement in both math and science classes. Purchase supplementary program (like Agile Minds) to support students and provide relevancy in content and purchase supplies for the implementation of the program(s).	$606,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support student projects and competitions in the areas of math and science. This action is meant to support those student groups that have achieved red level on Dashboard for math achievement: SHS English Learners).		
1.2	Standards-aligned instruction and assessment	Learning Recovery Emergency Block Grant Action: Purchase of NWEA Map Growth for establishing baseline student achievement data in math and literacy and tracking progress of student achievement/growth. Professional development regarding frameworks, standards, CAASPP blueprints, formative assessment strategies, student engagement, and intervention strategies. Purchase Illuminate (DnA) or other platform for improved assessment creation, standard alignment, and data disaggregation. Provide time and/or additional pay for assessment analysis and content team curriculum planning/adjustment to meet student needs as evidenced by the assessmrnt data (Map Growth, Quarterly Common Assessments, CAASPP, etc.). Purchase materials/services for formative assessment strategies to drive instruction. Ensure sufficiency of textbooks; adopt and purchase updated textbooks on a rotational basis. Provide supplementary curricular resources for enhancing instruction and engagement as well as addressing and encouraging diverse perspectives through content). Provide professional development and coaching on both the math and ELD/ELA frameworks. Provide time for articulation verticially and horizontally and identify essential standards and areas of need for focus. Stabilize staff to student ratios based on pupil learning needs. Studies also highlight that in districts where teachers engaged in collaborative efforts—	$760,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		such as peer observations and shared lesson planning—aligned with standards, there were notable improvements in student outcomes, especially among those with previously low math scores. Research has shown that students in schools emphasizing deeper learning—characterized by critical thinking, collaboration, and real-world problem-solving—achieved higher standardized test scores, graduated at higher rates, and were more likely to attend four-year colleges compared to peers in traditional settings. Meta-analyses have demonstrated that formative assessments—ongoing evaluations that inform instruction—lead to significant learning gains across various subjects and educational levels. These assessments help clarify learning goals, provide actionable feedback, and encourage student self-regulation. This action is meant to support those student groups that have achieved red level on Dashboard for math and/or ELA achievement: SHS English Learners and Students With Disabilities as well as CUHS Students With Disabilities. Metric Being used to monitor the action: Metric 1.2 LREBG Funds supporting this action: $750,000 (over 3 years)		
1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Learning Recovery Emergency Block Grant Action: Hiring of Instructional Assistants and tutors to support students in high failure content areas. Utilization of Instructional Support Team to support teachers in effective strategies for checking for understanding and intervention. Development and implementation of tiers of intervention for academics. Implement/maintain Reteach/Retake/Replace (RRR) strategy intervention during after school, on Saturdays, or Summer in all content areas to allow struggling students opportunities to learn content and improve grades.	$1,824,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain MTSS Coordinators at comprehensive sites to assist with screening of students and for determining student needs and proper interventions (and creating if necessary) for supporting students. Maintain EdMod resources for access of information regarding IEPs, 504s, and SSTs to assist teachers in easy access to plans and accomodations and to improve understanding of student placement/needs. Provision of 4% of teacher salaries for increased instructional time to include Advisory every day to build relationships, intervene, remediate, and provide enrichment activities. Stabilize staff to student ratios based on pupil learning needs. Use of online services for tutoring (small group sessions, individual sessions, etc.). Investigate and purchase a reading/writing improvement program for struggling students. Provide tutoring opportunities for sudents. Hiring of a Speech Pathologist for increased speech intervention needs. Hiring of 2 additional School Psychologists to assist with both behavioral and psychological needs of students on campus in order to identify best placement for students and accomodations needed for success in classes. Research consistently demonstrates that well-designed high school interventions can significantly enhance student achievement, particularly for students facing academic challenges. High school interventions—ranging from targeted academic support and metacognitive strategy instruction to whole-school programs and college readiness initiatives—have demonstrated effectiveness in enhancing student achievement. These interventions are particularly impactful for students with academic difficulties or from underserved communities. Implementing such evidence-based programs can lead to meaningful improvements in educational outcomes.		

Action #	Title	Description	Total Funds	Contributing
		This action is meant to support those student groups that have achieved red level on Dashboard for math and/or ELA achievement: CUHSD English Learners, SHS English Learners and Students With Disabilities, CUHS Students With Disabilities, and all student groups at DOHS (All Students, Socioeconomically Disadvantaged, and Hispanic) who scored in the red for Suspension Rate and graduation rate. Metric Being used to monitor the action: Metric 1.3 LREBG Funds supporting this action: $1,100,000 over 3 years		
1.4	Expand and maintain CTE offerings	Expand offerings, pathways, and skill-based activities. Offer and track Work Based Learning opportunities within pathways to increase exposure to industry sector knowledge and skills. Provide clerical assistance for CTE and Work-Based Learning tracking and reporting (0.5 FTE). Consider addition of pathways pending facilities availability. Hire instructors, renovate/add facilities (provide ventilation system for Barber Shop, and purchase supplies to expose students to additional industries in high demand, high-paying sectors. Ensure opportunities for English Learners, Low Income, Special Education students are available and that accomodations are made if and when necessary. Investigate and develop expanded day options, including staffing costs. Ensure facilities for new pathways meet the needs of the courses, keep equipment up to date and functioning, and ensure students have access to supplies for hands-on learning experiences in CTE courses. Investigate and develop online CTE pathways at DOHS and MSVA. Support use of CTEIG dollars for instructional support in CTE classrooms for additional safety and accessibility.	$779,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is meant to address CCI Lowest Performing Indicator for DOHS (All, SED, Hispanic), MSVA (All, SED, Hispanic, CUHS (SED), and SHS (SWD).		
1.5	Credit Recovery / Online Educational Options	Learning Recovery Emergency Block Grant Action: Provide additional opportunities for students who have earned D/F grades to make up credits and/or improve credits attained/GPA in order to meet graduation and a-g requirements - salaries for sections offered, online program/services (prioritize services for Low Income, Foster Youth, and ELs). Offer online intervention offerings during the regular school year and during summer. Provide independent study services for students in Long Term Independent Studies who necessitate online learning options for either medical or mental health reasons. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups. Research indicates that credit recovery programs can support high school students in meeting graduation requirements, though their effectiveness in ensuring mastery of academic standards varies. Metric Being used to monitor the action: Metric 1.5 LREBG Funds supporting this action: $150,000	$951,971.00	Yes
1.6	Expanded/enhanced counseling services	Continue to provide full-time Counselors on Special Assignment (COSAs) at CUHS and SHS devoted to intervention, attendance, foster youth, and at	$921,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
		risk/low income students. At DOHS, hire full-time COSA/Intervention Specialist to support the unique needs of continuation/alternative students. Hiring of a COSA/Intervention Specialist for Desert Oasis and Phoenix Rising High School (Equity Multiplier) for improved services to unduplicated population students. Maintain the reduced student to counselor ratio at CUHS by hiring an additional 1 FTE to the regular counseling staff (to be split with MSVA). Maintain School Psychologist and Guidance Support Specialists for additional counseling services. Provide needed materials for group counseling sessions. Offer extended counseling hours at the end of each semester to provide expanded time/opportunities for working parents to meet with counselors. Provide professional development to continually improve counseling practices, specifically to support unduplicated students.		
1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Expand courses options for students in the world of arts. Support the use of Prop 28 funds in securing and furnishing these facilities for adequate instruction, opening opportunities for unduplicated students.. Update lighting and other technical equipment in the theatre for improved performances/theatrical experiences. Ensure ELs, LI students, and SWD have access to these creative courses through expanded day opportunities, increased section offerings, and/or through integrated instruction. Remove barriers to participation in programs. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of	$920,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Study - College and Career): CUHS Students With Disabilities, SHS Students With Disabilities, Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.		
1.8	Enhanced technology (access and connectivity) for students	The district will provide supplemental technology and support to students in order to provide them access to high speed internet and quality electronic devices. Maintain and enhance connectivity on campus to meet increasing technological demands.	$1,303,011.00	Yes
1.9	Master Scheduling Resources	Ensure equity in access to courses by contracting with Education Advanced (Cardonex) to assist in creating Master Schedules that offer all students (particularly unduplicated population students and Students with Disabilities whose schedules are impacted by support classes) opportunities to elective/enrichment classes that provides for a well rounded education and a broad course of study. This program allows for maximized course offerings and staffing to meet established student desires/needs for coursework (contract needs to be renewed for 26-27 school year).	$0.00	Yes
1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	Phoenix Rising High School: Offer a specialized program for 10th grade students who were unsuccessful during their 9th grade year at the comprehensive high schools. Provide staffing and supplemental curricular suppies/programs. Offer CTE courses to PRHS students to motivate students to come to school and to learn a trade/skill. Consider Master Schedule needs to ensure that students have more options for engaging, interesting coursework; consider extended day options/staffing needs. Develop and share an advertisement/recruitment campaign to help students, families, and community members to see the opportunity available (not a punishment) to get back on track. Provide marketing campaign for DOHS and PRHS to help students and parents see the opportunities available through the smaller school setting.	$185,522.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Long Term Independent Studies: Provide an alternative for parents/students who believe their student or they need an alternative setting to the traditional high school setting for health, mental health, or other significant reason that warrants placement in LTIS. Provide online curriculum to prepare students for postsecondary options. Provide staffing for instruction and other student needs. Provide supplies for carrying out of instruction. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.		
1.11	Improved Library resources and access	Provide a welcoming environment where students will be able to engage with current and authentic literature (both in print and digital) as well as congregate for study sessions, complete work and projects, etc. Provision of library staff including extended library hours. Renovation of Central's library/media center to be that welcoming place.	$174,983.00	Yes
1.12	College Articulated and Dual Enrollment courses	Provide opportunities for students to engage in articulated and Dual Enrollment courses through Imperial Valley College and/or another community college. Provide participating teachers with the opportunity to collaborate with their college instructor peers. Provide college-level materials for coursework. Increase Dual Enrollment courses offered during the school day through possible college instructor led and/or co-teaching opportunities. Support purchase of consumables for Dual Enrollment courses. Provide transportation and other costs for assessment opportunities for Articulated courses.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support hours/days for college instructors (through MOU with IVC) for extended time needed to cover high school calendar/instructional day requirements. Upkeep of auto shop to meet industry certifications and ensure facility is in working order. Hire Counselor on Special Assignment for the District to provide college-going / Dual Enrollment counseling to ensure that students are taking courses intentionally to align with new financial aid and college application processes. Ensure smooth transition from high school to college.		
1.13	Rigorous curricular offerings and services	Provide broad opportunities for students to participate in both Advanced Placement and International Baccalaureate courses. This will include professional development and collaboration for staff, summer AP courses for Migrant and other subgroup populations, AP/IP testing fee waivers for students, and coverage of exam fees. Offer the AVID Program to prepare students for success in high school, college, and a career, especially underrepresented students. This includes AVID classes at CUHS and SHS, membership in AVID, and professional development for staff in AVID. Administer California Spanish Assessment to assist with meeting Seal of Biliteracy requirements. Offer AP Bootcamps and Parent Nights to ensure unduplicated students are supported in taking rigorous courses and families are educated in expectations and strategies for supporting their students.	$1,225,852.00	Yes
1.14	College and Career Readiness	Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills at 9th grade level (current graduation requirement). Offer the Success 101 course (Get Focused) at grade 9.	$17,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide time for curriculum planning. Offer opportunities for staff to participate in GFSF professional development. Offer field trip opportunities to IVC & SDSU-IV for grade 9/10 students to gain exposure to local post-secondary options. Investigate Computer Science and/or Personal Finance options for new graduation requirements (hiring of staff, adoption of curriculum, professional development, etc.) to ensure that students, especially unduplicated population students are equipped with the skills they need to enter the 20th century workforce, succeed in our digitally driven world, and gain access to high demand, high paying jobs/careers. Offer Career Fair and Transition Fair opportunities (either hosted by our schools, or travel and participation at another school). Incentives for CTE and a-g Completion. Enter into contract with Parchment for easier access to transcripts and facilitate transition from high school to post-secondary options. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): CUHS Students With Disabilities, SHS Students With Disabilities, Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.		
1.15	Instructional program improvement support	Provide support for improvement of instructional program initiatives and services through continued offering of Program Improvement Resource Teachers (1 FTE at both Central and Southwest and 1 part-time release teacher at DOHS) to support analysis of site data and investigate/determine school improvement initiatives/needs to best support students and improved achievement efforts.	$194,950.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	CUHSD will prepare teachers to more effectively and efficiently implement state standards through the use of engaging instructional strategies that support all learners, especially English Learners, students with disabilities, foster youth, students who are economically challenged, and students who are homeless in order to promote the increased achievement of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CUHSD has recently been through a series of program improvement processes. In 22-23, the District (Southwest High School specifically) engaged in the ATSI process looking at SPED data, practices, and achievement. In 22-23, Desert Oasis High School qualified for CSI (Comprehensive Support and Improvement) for graduation rate concerns (DASS school dashboard and achievement requirements were changed this year at the State level). During the 2023-24 school year, the District engaged in the Differentiated Assistance process with Imperial County Office of Education where we engaged in conversations around Students with Disabilities, English Learners, and those that are dually identified. Important to note is that there has been change at the administrative level for the last few years (particularly in the SPED department and District Office administration) so learning has either been fragmented and/or there has been a learning curve for many (we've needed time). During all of these processes, it was found that a root cause of lack of success by English learners and students with disabilities is a need for increased use of strategies for access to core curriculum and language development as well as a increase in time allotted for general education and specialty area teachers to collaborate on the needs of all learners. In order to engage students, these strategies must include the use of technology as an instructional tool. It has also been noted that we need to establish or reestablish procedures and policies to improve the efficiency and effectivenes of our workings. Training and time are needed for departments to understand, analyze, redevelop, and collaborate on updating curriculum guides to improve instruction (ensuring adherance to the CCSS and NGSS standards) and student engagement as well as incorporate technology.

Additionally, through our work with Teacher Clarity and our walk-throughs of classrooms, we are finding that many classes are task oriented rather than skills-based. And, teachers have identified a need to refamiliarize themselves with standards, frameworks, CAASPP and ELPAC blueprints, etc. While we feel like we are getting back on track from COVID, we have some work to do to be intentional and strategic in what we teach, how we teach (to address the needs of unduplicated pupils as well as students with disabilities), and why we teach what we teach (relevancy).

Students have shared that many classes are boring and that they don't see the relevancy of some of the things that they are taught.

To achieve this goal, we will be implementing the following actions:

ACCESS TO TECHNOLOGY AND INTERNET ON CAMPUS: Action 2.1 will allow the district to continue to provide access to and upgrading of technology to teachers and to provide professional development to support the use of technology as a teaching tool. Technology, aims to equip students with 21st Century Skills and prepare them for the world beyond high school. This action is committed to providing staff access to technology and connectivity as a means to strengthen instruction and support the diverse learning needs of our unduplicated students. This technology integration will result in improved instruction. These improvements are caused by targeted, focused professional learning on the effective implementation of technology within the classroom. An analysis of our local data showed there is a need to continue expanding our wireless capabilities to support our 1:1 initiative and continue to provide network access for some students living in remote areas. In addition, the data showed there is a need to provide professional development in the areas of instructional technology and addressing AI (training and informing all educational partners in its appropriate use). These metrics and our planned actions will help strengthen instruction, support the diverse learning needs of our students through effective implementation of technology in the classroom and improve both student engagement and academic achievement.

PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL SUPPORT: Action 2.2 will focus time and funding for professional development in a broad range of areas that meet the needs of vulnerable populations at CUHSD, with intentional focus on students learning English and other unduplicated pupil populations. We also will work to ensure that we are supportive of our new teachers and our substitute teachers to be proactive in academic and behavioral support for students and in decreasing behavioral issues.

CURRICULUM DEVELOPMENT/COLLABORATION AND CROSS DEPARTMENT COLLABORATION: Action 2.3 will focus time and funding for paid time for teachers to meet together by, and across, departments and collaborate on curriculum development, data analysis, assessment creation, and addressing the needs of students who are foster youth, English Learners, students with disabilities, and low income/homeless students. We will be working with NWEA Map Growth assessment to support us in establishing a baseline of data marks and to determine progress throughout the year as well as helping us to pivot, when necessary, to address student learning needs as identified through this assessment and others. Intentional profrssional development coupled with increased, improved coachomg opportunities will help us make progress in meeting the needs of our unduplicated populations.

Through the implementation of these actions, we anticipate that we will improve student CAASPP scores in mathematics and ELA, the graduation rate, CTE completion rate, A-G completion rate, and ELPAC scores of students scoring moderately and well developed, as well as teachers and students feeling confident and effective in stndards, assessment, and in the use of learning technology. Through the above-mentioned actions and improvement of these metrics, we will be achieving the goal of promoting academic achievement of all students, particularly students who are low-income, students with disabilities, foster youth, and English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher and Student Survey - Percent of students, parents, and staff that feel technology is used as an effective teaching tool.	2023-2024 Our Educational Parent Survey contained responses from 149 parents and 1,047 students. Focus groups with students were held with 5 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 96% responded Agree or Strongly Agree. Of the 31 certificated staff members who responded to the LCAP survey, 74% of believe that they have adequate technology for the effective implementation of the	24-25 Our Educational Parent Survey contained responses from 101 parents and 705 students. Also, focus groups with students were held with 8 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96.8% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 94.1% responded Agree or Strongly Agree.		90% of students, parents, and staff feel technology is used as an effective teaching tool.	We have maintained over 90% of students and parents who share that they agree or strongly agree that technology is being used effectively. We have decreased by 2.1% with staff in regards to their belif that they have adequate technology for the effective implementation of the California Standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	Of the 32 certificated staff members who responded to the LCAP survey, 71.9% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.			
2.2	Staff Development Survey (Impact Score on 1-10 scale) - Percent of staff who feel that "The school effectively supports professional development to facilitate each students achieving of the academic standards."	23-24 "The school effectively supports professional development to facilitate each students achieving the academic standards," 77.4% responded Agree or Strongly Agree. This would equate to a rating of 7.4.	24-25 Current question: The school effectively supports professional development to facilitate each students achieving the academic standards - 65.7% stated Strongly Agree or Agree (6.5 impact score)		"The school effectively supports professional development to facilitate each students achieving the academic standards," 90% of staff will identify that they Agree or Strongly Agree. This would equate to a rating of 9.0.	Decrease of 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11 Local Perfomance Indicator Self-Reflection - Priority 2: Implementation of State Standards - Increase of progress scores in providing professional learning for teaching to the most recently adopted academic standards and/or curriculum frameworks	MAP Growth Interim Assessments in ELA and Math will be utilized to measure student achievement and progress/growth in grades 9-11, three times a year (BOY, MOY, EOY). This assessment will be administerd for the first time in August 2024. 23-24 ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 3 Initial Implementation, History - Social Science - 3 Initial Implementation	NWEA Map Growth Results 24-25: CUHSD Math Observed Growth vs Projected School Growth (Fall to Winter): 9th - 2 / 2.6 (-0.12) 10th - 3 / 2.4 (0.35) 11th - 2 / 2.0 (-0.11) 12th - 0 / 0.3 (0.06) % of students meeting growth projection in math: 9th - 47% 10th - 55% 11th - 52% 12 - 52% CUHSD Reading Observed Growth vs Projected School Growth (Fall to Winter): 9th - -1 / 2.0 (-2.42) 10th - -1 / 1.8 (-2.41) 11th - 0 / 1.4 (-1.05) 12th - 0 / -0.1 (0.29)		65% of students will meet or exceed their growth projections in ELA and Math from Fall-to-Spring annually Priority 2 - No group will score below a 3 on the Local Perfomance Indicator Self-Reflection	Baseline data set No growth or movement in priority 2 on the Local Perfomance Indicator Self-Reflection

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% of students meeting growth projection in reading: 9th - 42% 10th - 42% 11th - 46% 12 - 47% CUHSD Math Observed Growth vs Projected School Growth (Fall to Spring): 9th - 6 / 4.2 (0.74) 10th - 6 / 3.9 (0.96) 11th - 3 / 2.9 (-0.22) 12th - 0 / 1.6 (-0.46) % of students meeting growth projection: 9th - 56% 10th - 55% 11th - 52% 12 - 48% CUHSD Reading Observed Growth vs Projected School Growth (Fall to Spring): 9th - 2 / 3.2 (-0.69)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10th - 1 / 2.6 (-0.96) 11th - 2 / 1.5 (0.14) 12th - -5 / 0.6 (-2.17) % of students meeting growth projection in reading: 9th - 43% 10th - 42% 11th - 50% 12 - 35% 24-25 Local Performance Indicator Self-Reflection - Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation,			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Next Generation Science Standards - 3 Initial Implementation, History - Social Science - 3 Initial Implementation			

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.

CUHSD fully implemented actions 2.1 and 2.2. Action 2.3 was partially implemented in that we are still working on implementing NWEA Map Growth and on single departmental collaboration and haven't fully moved toward cross department collaboration; although, more cross department collaboration has occurred between a few departments like math and science and Central and Special Education and Counseling at both comprehensive schools. Successes include sustained and improved access to technology in our classrooms and improved infrastructure throughout the District. We have been able to expand our wifi coverage to athletic fields and increase reliability across the District. A group of teachers are tackling AI in the classroom in order to facilitate professional development, inform decisions, and communicate strategoes for utilization of AI in classrooms appropriately and effectively. Challenges include buy-in from and staff and understanding of staff with regard to the implementation of NWEA Map Growth assessment to track and monitor student growth in reading and math to make more informed decisions and intervene/plan instruction more effectively and efficiently.

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 minor differences in budgeted and estimated actual expenditures. Most dollars were expended.

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

With regard to 2.1 (access to technology and internet on campus), both parents and students who completed our surveys believe that we are using technology as an effective teaching tool. Staff, on the other hand, believe we have work to do in this area, so we will investigate what more we can do to support technology effectiveness in the classroom.

We have mixed results with regard to our professional development and instructional support (2.2). Of staff surveyed, we had a decrease in the number of teachers who responded that we are effectively supporting professional development to facilitate each student's achieveing of the academic standards (score of 7.4 in 23-24 and a score of 6.5 in 24-25). There is a discrepancy between the qualitative data we receive

from students about the quality of instruction and the feedback we receive from staff about their professional development needs. We must find balance in our offerings and have open mindsets with regard to needs versus wants. Leadership is currently undergoing training to assist us in supporting teachers instructionally and coaching staff through improvement efforts to ensure that students are at the forefront of our work and that shifts occur based on where students are and what they need.

We are still assessing students in NWEA Map Growth for the Spring, so we don't yet have year end data. However, we have winter scores that show that our students are ranging in the 50% area of students meeting their growth projections. We understand that this year, as an implementation year, comes with its own growing pains: buy-in from both students and staff, underatanding of the purpose of the assessment, utilization of the data to make instructional decisions, etc. It's a work in progress. In hindsight, there should have been more professional development up front to prepare for this initiative. As we become more familiar with the assessment and it's possibilities, and we communicate the importance of understanding where each student is and what they need, we will begin to see more progress and we will be able to make sound instructional decisions for all students. There is a group of teachers, TOSAs, and administrators going to the NWEA Fuson Conference this summer to learn about what this assessemnt can do for us, what reports will help us most, and how to make decisions around this data that works for all. Be believe current data reflects compliance more than progress; next year, we will be more focused, educated, and prepared.

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.

No changes planned for goals, metrics, target outcomes, or actions for the upcoming school year.

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	Access to technology and internet on campus	Sustain and improve the technology equipment for staff to enhance and improve teaching and learning experiences and infuse classrooms with digital learning tools. Provide technological applications for using technology as a learning tool for students in the classroom. Maintain/Sustain staff for upkeep of technology and devices and staff to keep infrastructure in working order and up to date.	$646,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide technological support and applications to teachers who are utilizing technology as a learning tool for students in the classroom. Fund necessary improvements for infrastructure, wiring, etc. to meet the demands of and bandwidth necessary to uphold 1:1 student device ratio usage. We will provide professional development for certificated and classified staff as well as other opportuntities to incorporate technology effectively into lessons, improve student engagement, and increase access to content for our unduplicated pupils. We will monitor student academic progress through a centralized data management system. And, we will monitor student internet usage through Go Guardian, or like service, to ensure security. We will enhance our library services through a Library Management System to ensure a literacy-rich culture and ensure undiplicated students have access to a varied collection of library resources.		
2.2	Professional Development and Instructional Support	Learning Recovery Block Grant action. Provide professional development for all staff (both on and off campus) on research-based effective instructional strategies and supports that will facilitate each student achieving academic standards in a safe and inclusive environment. Topics of PD may vary, but emphasis will be placed on District initiatives of Teacher Clarity, SWD/EL Inclusion and Support, Technology (Usage, AI, etc.), and California Content Standards/ Frameworks/CAASPP Blueprints and expectations. Provide pull-out time and/or hourly pay for teachers to learn new strategies, collaborate with colleagues, and implement district/site iniatives to increase student achievement, belonging, and overall wellbeing (to supplement Title II). Support an Ed Tech Academy for teachers by offering a series of learning sessions (learning, mentoring, and support throughout the year) to share best practices and learn new strategies. Strategies and techniques will include strategies for assisting special populations.	$803,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide ongoing peer coaching and curriculum development support. Maintain two Instructional Coaching positions (one paid through LCAP) with an emphasis on core content area support and technology with intentional support of new teachers and teachers who teach unduplicated population students. Continue Teacher Clarity coaching for admin through collaboration with Corwin to increase effectiveness of classroom walkthroughs, feedback, and instructional improvement strategies. Provide Data Analyst position to provide data that is timely and relevant in order to facilitate department and site team meetings and to support data driven decision making. Improve New Teacher and Substitute Orientation and Onboarding - extend time with these employees and expand upon topics to proactively prepare these employees for situations that they will possibly come across for increased effectiveness in the classroom and better classroom relationships, particularly with unduplicated pupils. Provide leadership training to administrators to support instructional leadership and classroom instructional improvements. Provide training and coaching in the math and ELD/ELA frameworks and provide time for articulation vertically and horizontally as well as resources for identifying essential standards and areas of need for focus of the teams for improvement. Identify best practices and lead walks and analysis sessions to see colleagues and make plans for instructional improvements/shifts. According to research, high-quality PD programs that are ongoing, content-specific, and closely aligned with classroom practice have been shown to improve student outcomes. For instance, a study by the U.S. Department of Education's Institute of Education Sciences found that student achievement can improve by as much as 21 percentile points when teachers participate in well-designed PD programs . Specific coaching actions, such as providing practice opportunities and feedback, have been		

Action #	Title	Description	Total Funds	Contributing
		linked to improved teacher implementation fidelity and increased student achievement in English Language Arts and math Metric Being used to monitor the action: Metric 2.2 LREBG Funds supporting this action: $450,000 over 3 years		
2.3	Curriculum Development/Collaboration and Cross Department Collaboration	Provide time for teachers to continue work on updating course outlines to incorporate state standards. Continue to evaluate and refine state standards and NGSS aligned curricula. Provide collaboration time during summer or after-school for teacher teams to work on curriculum guides, assessments and instructional units (number or participants and hours to be determined) for improved student achievement and to meet student needs as established by assessment data. Training in data collection system (NWEA Map Growth, DnA, CERS) and analysis of data for instructional priorities and modification of curriculum guides to meet student needs. Department teams and specialty area teams (Special Education, ELs, CTE) will meet together to plan and discuss strategies that are successful in assisting special populations in accessing and being successful in core and elective course. These sessions will be lead by department heads and/or the instructional support team. They will occur quarterly at a minimum.	$1,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CUHSD will facilitate improved academic support programs and language acquisition for English Learners and Students with Disabilities to assist them in meeting local and state targets.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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)

An explanation of why the LEA has developed this goal.

Academic success for ELs and SWDs increases their chances of pursuing higher education and career opportunities, leading to better long-term socio-economic outcomes. Well-educated individuals, including ELs and SWDs, are better equipped to contribute positively to society. Supporting their education helps build a more inclusive, skilled, and productive community. Currently, both of these subgroups are scoring far below their General Education counterparts.

* Equal Opportunity: Education systems are built on the principle of providing equal opportunities to all students. By supporting ELs and SWDs, schools ensure these students have access to the same educational opportunities as their peers.

* Closing Achievement Gaps: ELs and SWDs often face significant achievement gaps compared to their peers. Providing targeted support helps close these gaps, ensuring all students can achieve academic success.

* Inclusive Environment: Creating an inclusive and supportive learning environment improves the social and emotional well-being of ELs and SWDs. This inclusion helps them feel valued and understood, which can positively impact their academic and personal development.

* Self-Efficacy and Confidence: Success in meeting academic targets (with appropriate supports) boosts the self-efficacy and confidence of ELs and SWDs, encouraging them to pursue further educational and personal goals.

Currently, 36.23% of SWD are in what is considered to be the Least Restrictive Environment (LRE); the District target was 64%.

CUHSD has 533 students (20.4%) who are considered Long Term English Learners (LTELs) or students who have been in US schools for 6 or more years and have not attained English proficiency. Of those 533 students, 186 of our LTELs are also Students with Disabilities, or Dually Identified students, comprising 55.9% of our LTELs.

* English Learner Progress – Yellow – 50.5% making progress towards English language, 44.7% of ELs who progressed at least one ELP level, and 22.19% of ELs reclassified (CUHS - 20.5% Reclassified, SHS - 25.5% Reclassified, DOHS - 13.8% Reclassified, PRHS 0% Reclassified, MSVA - 0% Reclassified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Least Restrictive Environment (LRE) - Percentages of Students in a regular classroom 80% or more of the day Teacher Survey regarding support of teachers with Inclusion - Percentage of teachers that feel supported with regard to inclusion and accessibility	LRE Data 22-23: Actual District percentage: 36.23% (Target not met) Survey to be developed and administered in 24-25 New question(s) to be added regarding quality of PD and coaching	CIM 2024 Data: Least Restrictive Environment Regular Class 80% or more - 32.14% LRE Regular Class less than 40% - 12.03% 25% of teachers do not feel prepared to support English Learners and/or Students with Disabilities in their classroom. 25.1% of teachers do not feel strongly supported from school and/or District team with regard to inclusion and accessibility of		LRE Percentage - 60% 75% of teachers will state that they feel informed and supported with regard to inclusion and accessibility 85% of staff will state Agree or Strongly Agree to questions about PD being high quality and meeting teacher needs as well as 85% sharing that admin and IST support teachers in and through instructional improvement	LRE Percentage - decrease of 4.09% in 80% or more Basline data set regarding support of teachers with regard to inclusion

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners and Students with Disabilities in their classroom. 46.9% of teachers shared that they worked with an Instructional Coach this year; 67.8% of those teachers rated the quality of support and PD provided to themby the coach as excellent, very good, or good.			
3.2	Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11 Student English Language Acquisition Results from Summative ELPAC	MAP Growth Interim Assessments in ELA and Math will be utilized to measure student achievement and progress/growth in grades 9-11, three times a year (BOY, MOY, EOY). This assessment will be administered for the first time in August 2024. 22-23 44.7% - ELs who progressed at least one ELPI level, 31.3% - ELs	NWEA Math Progress: 9th grade - 47% met their growth projection in Winter 2025 10th grade - 55% met their growth projection in Winter 2025 11th grade - 52% met their growth projection in Winter 2025 12th grade - 52% met their growth projection in Winter 2025		65% of students will meet or exceed their growth projections in ELA and Math from Fall-to-Spring annually (Map Student Growth Summary Report) 55% - ELs who progressed at least one ELPI level, 20% - ELs who maintained ELPI levels	Baseline data set for NWEA Math and ELA progress Decrease of 12% of ELs who progressed at least 1 ELPA level, increase of 5.6% of ELs who maintained ELPI level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		who maintained ELPI levels	NWEA ELA Progress: 9th grade - 42% met their growth projection in Winter 2025 10th grade - 42% met their growth projection in Winter 2025 11th grade - 46% met their growth projection in Winter 2025 12th grade - 47% met their growth projection in Winter 2025 23-24 32.7% - ELs who progressed at least one ELPI level, 36.9% - ELs who maintained ELPI			
3.3	Progress towards English Language Proficiency percentage Reclassification Percentages	22-23 50.5% making progress towards English Language Proficiency Reclassification Percentages 22-23: CUHS - 20.50% SHS - 25.5%	23-24 35.4% making progress towards English Language Proficiency (Declined 15.1%)		60% making progress towards English Language Proficiency Decrease percentages through reclassification:	decrease of 15.1% of students making progress towards English Language Proficiency Reclassification Percentages:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DOHS - 13.8% PRHS - 0% MSVA - 0%	Reclassification Percentages 23-24: CUHS - 18.43% SHS - 19.39% DOHS - 5.5% PRHS - 12.5% MSVA - 20%		LTELs - 15%, Dually Identified LTELs - 50% Reclassification Percentages: CUHS - 28% SHS - 30% DOHS - 20% PRHS - 20% MSVA - 20%	CUHS - decrease of 2.07% SHS - decrease of 6.11% DOHS - decrease of 8.3% PRHS - increase of 12.5% MSVA - increase of 20%
3.4	Overall Performance on ELPAC (% of Dually Identified students scoring a 4) Progression rate on Summative Alternate ELPAC	22-23 Grade 9 - 7 students - 8.33% Grade 10 - 9 students - 13.64% Grade 11 - 2 students - 4.65% Grade 12 - 2 students - 5.56% Total - 20 students - 8.73% 11.1% of students progressed on the Summative Alternate ELPAC in 2023	23-24 Grade 9 - 3.45% Grade 10 - 10.61% Grade 11 - 12% Grade 12 - 4.26% Total - 7.69% 14.3% of students progressed on the Summative Alternate ELPAC in 2024		20% of all Dually Identified scoring an overall score of 4 20% of students will demonstarte progression on the Summative Alternate ELPAC	Overall Perfomrnace of ELPAC: Grade 9 - decrease of 4.88% Grade 10 - decrease of 3.03% Grade 11 - increase of 7.35% Grade 12 - decrease of 1.3% Total - decrease of 1.04% increase of 3.2% of students progressing on Summ Alt ELPAC
3.5	CCI Indicator for Transition Classwork and Work-Based Learning Experiences	22-23 All Students - 5 students (1.2%) met CCI prepared status through Transition Classwork and Work-	23-24 All Students - 0 students (0%) met CCI prepared status through Transition		Increase both prepared and approaching prepared percentages for all students, ELs, and	Decrease of 1.2% of students who met CCI prepared status through Transition Classwork and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based Learning Experiences, 4 students (1.7%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences ELs - 4 students (6.7%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 4 students (4.4%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences SWD - 5 students (45.5%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 4 students (11.8%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences	Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences ELs - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences SWD - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning		SWD by 2% every year. By 26-27, All students will have 7.2% of students prepared and 7.7% will be approaching prepared. By 26-27, ELs will have 12.7% of students prepared and 13.7% will be approaching prepared. By 26-27, SWD will have 51.5% of students prepared and 17.8% will be approaching prepared.	Work-Based Learning Experiences ELs - decrease of 6.7%of students who met CCI prepared status through Transition Classwork and Work-Based Learning Experiences SWD - decrease of 45.5% of students who met CCI prepared status through Transition Classwork and Work-Based Learning Experiences

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences			

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.

CUHSD partially implemented actions 3.1, 3.2, 3.3, and 3.5, and we fully implemented action 3.4. Success include the hiring of 2 additional Instructional Coaches, the implentation of coteaching classes in the area of Algebra 1, the contracting of WestvEd for training for coteachers, the implementation of Unified PE for our ESN students, the adoption of new materials for EL classes to support language needs, analysis through Differentiated Assistance of ELs and Students with Disabilities and Dually Identified students, continuance of staffing of EL program staff, and the beginning transition classroom-based work exploration for our ESN students (new program transfer to the District in 24-25).

We still need to work more fully in the aligning of Special Education and General Education curriculum so that Basic course more fully match what's being taught in the General Ed classrooms. We need to continue to provide training for all teachers in accessibility tools and strategies to esnure better inclusion and support of students' disabilities and language needs. Training for teachers who will teach EL support classes will take place in 25-26 and summer curriculum planning is set for June. And, we have continued work to do to ensure that we are providing work-based learning experiences to students to prepare them for postsecondary options.

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.

We spent little of the funding set aside for 3.2 (language acquisition and English Learner support classes and instructional materials) as other funding sources were used (Title III). We spent little of the money aside for Dually Identified Student Support (3.3); however, the work completed in this area so far has not necessitated much funding. Reclassification criteria were adjusted to better support students who should have reclassified for langugae purposes but their GPA was keeping them from reclassifying. Adjustments to some administrative positions this upcoming year will also help us to focus on both of these groups at a specific campus rather than districtwide. And, little of the funding set aside for increased and improved work based learning experiences (3.5) was used. The program transfer for ESN came with

some logistics that needed to be worked out (driver's training, etc.), so we got a late start, but we are in a better place to tackle this area in the 25-26 school year.

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

We are still struggling in placing and supporting students in the Least Restrictive Environment (3.1). Our coteaching initiative should improve these results in 24-25 and our continued conversations with case managers and counselors should yield the increased placement of students in cotaught classrooms. Qualitative data from the teachers and students in the cotaught classes are positive. Teachers are finding that many students are finding success that they haven't experienced before as they work alongside their Gen Ed counterparts, and students are expressing that having more than one teacher in the room is supporting them as there is more than one person to ask questions and/or to learn from.

Language Support classes (3.2) are undergoing a rehaul this upcoming year to really focus on language skills rather than just extending the English class instruction. Dually identified student support (3.3) has not yet proven effective either. Fewer of our students progressed an ELPI level in 23-24 than in 22-23. New curriculum has been purchased and teacher collaboration has been scheduled for June to get a headstart on this important work. Motivation and interest have been factors in this drop. And, finding enough staff in the instructional aide world has proven difficult due to the number of hours available for individuals and/or their scholling schedule. While we are fully staffed in the EL program (3.4), we know that adjustments to practices and procedures need to be made to adjusted. Students are being properly placed by this staff and they are providing guidance and support with ELPAC, but those efforts are not having the kind of impact needed asevidenced by the decreased ELPI scores. We need to move from informational activities to higher impact activities that will be investigated.

We got a late start on our work-based experience and transition classroom-based work exploration (3.5). These activities have proven beneficial now that we have the logistics in place, but we recognize the need to expand and enhance offerings to all students. Through increased collaboration with IVROP, we hope to be able to place more students in these opportunities and will look to employ the services of both our Career Specialists and CTE Coordinator in these efforts as well. Last year, we did not report any of these activities to CAL-PADS as we did not have a tracking mechanism in place. This year, we have piloted a tracking system and we will see increased results on the next Dashboard.

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.

We are adding Instructional Coach data metrics in 3.1 to continue to track effectiveness of these positions in supporting teachers in both the Special Education and English Learner world.

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	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals	Learning Recovery Block Grant action. To increase success of students in General Education classes, we will work to support both students and teachers of English Learners and Students with Disabilities in strategies for inclusion and accessibility. We will contract with WestEd for professional development opportunities in identifying best practices and implementing them in classrooms. Visit schools where effective coteaching is occurring. Tailored instructional strategies will help us meet the unique needs of ELs and SWDs, fostering an environment where they can thrive academically and reach their full potential. Hire 2 additional Instructional Coaches who will support teachers with inclusion efforts, accessibility strategies, coteaching, improved use of data, etc. Implement math coteaching classes and support salaries and training. Investigate other departments for implementation of coteaching for improved accessibility and support of students. Possibility of hiring additional staff (or paying overloads) for coteaching opportunities to ensure accessibility for all students to core content and to facilitate improved instruction for students who are struggling, with particular emphasis on ELs and SWD. Implement United PE for improved access to physical fitness with Gen Ed peers. Circle of Friends support will be provided for improved inclusion efforts as well as activities for collaboration between Gen Ed students and Students with Disabilities. Increase SPED staffing/case load managers, particularly in the Mod/Severe area for improved service for students. Align SPED and Gen Ed curriculum. Ensure collaborative Wednesday afternoon are effectively utilized. Purchase up to date supplemental materials for improved alignment and instruction.	$1,150,220.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide accessibility tools training for all teachers and implementation of these supports in daily instruction. Increase clerical and data support for unduplicated populations and SWD to ensure that procedures are in place for setting meetings and accounting for services. Increased training for teachers and administration in accessibility, inclusion, and accountability to ensure that support is in place and is appropriate for student/staff needs. The LRE principle advocates for educating students with disabilities alongside their non-disabled peers to the maximum extent appropriate. Studies have shown that students with disabilities who spend more time in general education settings tend to perform better academically. For instance, Cole et al. (2020) found that students with disabilities who spent at least 80% of their time in general education classrooms achieved significantly higher reading and math scores compared to those in more restrictive settings. Co-teaching has been associated with various academic benefits: enhanced academic performance, improved engagement, and positive student perceptions. Additionally, a report by the National Center on Educational Outcomes (NCEO) observed that states with higher percentages of students in more inclusive settings had higher participation rates in standardized assessments, suggesting increased access to rigorous academic content. This action is meant to support SHS English Learners who have achieved red level on the Dashboard for math achievement. This action is also meant to support CUHS' Students with Disabilities and SHS' English Learner student groups who have achieved red level on the Dashboard for ELA achievement. Additionally, this action supports CUHSD's Differentiated Assistance work. Metric Being used to monitor the action: Metric 3.1 LREBG Funds supporting this action: $550,000 over 3 years		

Action #	Title	Description	Total Funds	Contributing
3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Learning Recovery Emergency Block Grant Action: Back to basics with training in language acquisition as well as effective strategies for learning and engagement of students with language deficits. Evaluate programs and curricula to address academic and language needs of students. Designated and Integrated services will be more fully developed and improved instructional materials for support classes for English Learners and Long Term English Learners (ELD, ALAS, SAIL) will be adopted, purchased, and implemented. Improved language support for both ELs and LTELs (curriculum, supplies, teacher training). Train teachers in program/curriculum components for improved language instruction. Intervention hourly pay for working with ELs in extended day opportunities. EL Advisory Strategic Tutoring (language) opportunities. Possible hire of additional Instructional Aides and/or tutors to provide additional assistance with both access to content and language needs. Research consistently demonstrates that implementing targeted language acquisition strategies and integrating English learner (EL) support within academic classes significantly enhances high school students' academic achievement, particularly in English Language Arts (ELA) and mathematics through integrated language and content instruction as well as sheltered instruction. Research indicates that ELs often face challenges in mathematics due to language barriers. However, when instruction emphasizes mathematical reasoning and justifying over mere vocabulary accuracy, ELs can achieve higher proficiency. This action supports CUHSD's Differentiated Assistance work.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is also meant to support those student groups that have achieved red level on Dashboard for math and/or ELA achievement: CUHSD English Learners, SHS English Learners and Students With Disabilities, and CUHS Students With Disabilities. Metric Being used to monitor the action: Metric 3.2 LREBG Funds supporting this action: $100,000 over 3 years		
3.3	Dually Identified Student Support	Learning Recovery Emergency Block Grant Action: Reconfigure support classes for ELs and LTELs (ALAS, SAIL) to be stand alone classes (not connected to a TSA English class) to support additional students with language development and further development of the 4 domains. Address placement processes and develop a system for identifying dually identified students who can be successful in an English support class. Investigate and implement coteaching opportunities in both math and ELA/ELD to provide strategic access to designated language support. Time, subs, hourly pay for curriculum development of ELD and support classes. Supporting high school English learners (ELs) who also have Individualized Education Programs (IEPs) for learning disabilities requires a multifaceted approach that addresses both language acquisition and the specific learning challenges these students face, particularly in English Language Arts (ELA) and mathematics. Research and educational practices suggest several effective strategies: sheltered instruction, Orton-Gillingham Approach, visual aides and manipulatives, balanced and dynamic assessment, active student response, etc. This action supports CUHSD's Differentiated Assistance work. Metric Being used to monitor the action: Metric 3.3	$28,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds supporting this action: $25,000 over 3 years		
3.4	Targeted Support Services for English Learners	Provide a team of professionals dedicated to the needs of the English Learners. This team will support English Learners in ensuring they are being successful in classes by providing tutoring, guidance, and support with ELPAC. This team will also ensure the students are placed appropriately and will advocate on their behalf. Provide translation services for meetings to address language needs of students and their families in accessing information. This action supports CUHSD's Differentiated Assistance work.	$1,770,000.00	Yes
3.5	Increased and Improved Transition Work-Based Experience and Transition Classroom-Based Work Exploration	Provide opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices). Seeking and obtaining Competitive Integrated Employment, develop applications, interview, create and update resumes, maintain a portfolio, use labor market information, and utilize social media responsibly to search and apply for employment opportunities. Offer formal and/or informal career assessment which help students identify post-school career interests, abilities and goals. Curriculum Integration of Work-Readiness Skills/Contextual Learning: Career curriculum integration: Common core college/career readiness instruction integrated with career development and work-readiness, including soft skills. Destination/Transportation Training: Training to use transportation resources, and support student independence (including use of public transportation and/or obtaining driver's license).	$11,165.00	No

Action #	Title	Description	Total Funds	Contributing
		Training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. May include benefits planning. Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services. Participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler's permit, forklift operations permit) preparing them for competitive integrated employment (CIE). Assist students in obtaining subsidized/unsubsidized work, and on-the-job training experiences. Support and assistance either on or off the job.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	CUHSD will establish and/or maintain a school climate at each site that encourages student and staff attendance, positive behavior, clean and safe facilities, mental/physical health services, and parent involvement. An increased sense of belonging and support for all educational partners will be promoted and sustained thereby decreasing behavioral issues, absenteeism, and drop out rates.	Broad Goal

State Priorities addressed by this goal.

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.

Stakeholder input has repeatedly shown the need for more supports in the area of social emotional learning for all educational partners, services for students and families, and increased communication across the board in languages partners can understand. In order to coordinate efforts in these areas, the District feels that the development of the community school concept is vital. Also, focus on attendance and supports for students will be key as we continue to re-integrate back into the in-person learning environment and overcome learning gaps caused, in part, by the pandemic. Through the building of relations and fostering a positive culture, we feel that we will increase attendance and decrease dropouts as students feel at home and like they belong to their school.

To achieve this goal, we will be implementing the following actions:
PARENT, FAMILY, AND STUDENT SERVICES: Actions 4.1, 4.3, and 4.8 focus specifically on parent and family support and education. Through these actions we will provide open, two-way communication in languages that parents can understand, use digital signage as an additional way to communicate with parents and keep them involved, and provide parent education and support in an environment that makes them feel like they belong and are a part of our educational community.

Actions 4.2, 4.3, 4.6, and 4.9 will provide services and support to students who are part of vulnerable populations. These actions include mental health support, transportation services, health services, counseling and support for students who are Foster Youth and students who are experiencing homelessness, eyeglasses, and dental needs.

SCHOOL CULTURE: Actions 4.4, 4.5, 4.7, and 4.10 focus on school culture and creating an atmosphere where students feel accepted, safe, and have strong sense of belonging and voice through focus on attendance, student initiated projects, and positive behavior supports and interventions .

Through the implementation of these actions, we anticipate that we will decrease the number of suspensions for Foster Youth, improve the rate of parents who agree or strongly agree that they are encouraged to share their thoughts and concerns, parents accessing student information and receiving information in languages they understand, and the rate of student connectedness. We hope to decrease the absentee and chronic absentee rate as well as school dropouts.

Through the above-mentioned actions and improvement of these metrics, we will be achieving the goal of providing a community school atmosphere where students feel like they belong and are valued and welcomed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of parents who access district website, use AERIES Parent Portal, and have access to translation LEA Wide Parent Survey - Parents as Educational Partners and Decision Makers - Percentages of parent satisfaction with regard to encouragement of sharing concerns with staff, return communications, welcoming environment, and part of decision making Local Performance Indicator Self-Reflection - Priority 3	2023-2024 70.5% of parents often or sometimes use the district website to access information. 81.2% of parents often or sometimes use the Aeries Portal to access student information. 78.5% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 82.6% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours. 88.6% of parents agreed or strongly	2024-2025 60.6% of parents often or sometimes use the district website to access information. 84.8% of parents often or sometimes use the Aeries Portal to access student information. 77.3% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 86.3% of parents agreed or strongly agreed that staff returns phone calls		80% of parents often or sometimes use the district website to access information. 90% of parents often or sometimes use the Aeries Portal to access student information. 85% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 90% of parents agreed or strongly agreed that staff returns phone calls	decrease of 9.9% of parents who often or sometimes use the district website to access information. increase of 3.6% of parents who often or sometimes use the Aeries Portal to access student information. decrease of 1.2% of parents surveyed who agre or strongly agree that they are encouraged to share concerns with staff. increase of 3.7% of parents who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		agreed that the school provides a welcoming environment for each parent. 85.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff -3 *LEA's progress in creating welcoming environments for all families in the community -4 *LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 3 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and	and emails within 24 hours. 93.9% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 81.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff -3 *LEA's progress in creating welcoming environments for all families in the community -4 *LEA's progress in supporting staff to learn about each		and emails within 24 hours. 95% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 95% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Local Performance Indicator Self-Reflection - Priority 3 - No score under Initial Implementation	agree or strongly agree that staff returns phone calls and emails within 24 hours. increase of 5.3% of parents who agree or strongly agree that the school provides a welcoming environment for each parent. decrease of 4% of parents who agree or strongly agree that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - maintained all areas except for: *LEA's progress in supporting families to understand and exercise their legal rights and advocate for their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		educators using language that is understandable and accessible to families - 4 *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - 2 *LEA's progress in providing families with information and resources to support student learning and development in the home - 3 * LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - 3 *LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students- 3 *LEA's progress in building the capacity of	family's strengths, cultures, languages, and goals for their children - 3 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families - 4 *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - 2 *LEA's progress in providing families with information and resources to support student learning and			own students and all students- 3 (down 1) *LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 3 (down 1) *LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making - 3 (up 1) *LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 3 *LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making - 3 *LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community-4 *LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels-3	development in the home - 3 * LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - 3 *LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students- 3 *LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making - 3 *LEA's progress in building the capacity of and supporting family members to			and district levels-3 (up 1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			effectively engage in advisory groups and decision-making - 4 *LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community- 4 *LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels- 3			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	School Climate - Suspension Rate for Foster Youth School Climate - Suspension Rate for Homeless students	Red, 22.2% of FY have been suspended at least 1 time in 22-23 Orange, 4.7% of homeless students have been suspended at least 1 time in 22-23	Suspension Rate for Foster Youth 23-24: Orange, 15% of FY have been suspended at least 1 time in 23-24 Suspension Rate for Homeless 23-24: Green, 4.8% of homeless students have been suspended at least 1 time in 23-24		Yellow level for School Climate for FY - Less than 15% FY will be suspended every year Green level for School Climate for FY - Less than 3% Homeless students will be suspended every year	One color increase for School Climate for FY - decrease of 7.2% FY suspended Two color increase for School Climate for Homeless - 0.1% increase for Homeless students suspended
4.3	Number of people visiting and accessing the Family Resource Center - Sign in Sheets	Baseline to be set in 24-25	Families assisted through FRC (July 2024-April 2025) - 194		400 families accessing services through the FRC as evidenced by logs	Baseline data set for FRC access
4.4	CHKS Social and Emotional Health Survey Results Suspension Rate Percentages (Dashboard) Expulsion Rate (Ed-Data)	CHKS Spring 2024: 33% of 9th graders, 32% of 11th graders, and 34% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 42% of 9th graders, 40% of 11th	CHKS Spring 2025: 25% of 9th graders, 31% of 11th graders, and 33% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience		23% of 9th graders, 22% of 11th graders, and 24% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 52% of 9th	8% decrease of 9th graders, 1% decrease of 11th graders, and 1% decrease of nontraditional students reporting chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		graders, and 33% of nontraditional students Suspension Rates 2023: CUHSD Foster Youth - 22.2% (Increased 5.6%) CUHSD ELs - 7.2% (increased 2.5%) CUHSD Hispanic - 4% (Increased 1.1%) CUHSD Homeless - 6.3% (Increased 2.8%) CUHSD SED - 4.7% (Increased 1.2%) SHS ELs - 9.2% (Increased 4.4%) SHS SWD - 10.2% (Increased 1.9%) DOHS All Students - 13% (Increased 4.9%) DOHS SED - 13.8% (Increased 5.4%) DOHS Hispanic - 12.2% (Increased 5%) Expulsion Rate 22-23: 0%	as...satisfied or very satisfied" - 52% of 9th graders, 49% of 11th graders, and 43% of nontraditional students Suspension Rates 2024: CUHSD Foster Youth - 15% (Declined 7.2%) CUHSD ELs - 7.2% (maintained 0%) CUHSD Hispanic - 3.7% (Maintained -0.3%) CUHSD Homeless - 4.8% (Declined 1.6%) CUHSD SED - 4.4% (Maintained -0.3%) SHS ELs - 9% (Maintained -0.2%) SHS SWD - 8.5% (Declined 1.7%) DOHS All Students - 15% (Increased 2%) DOHS SED - 16.2% (Increased 2.4%)		graders, 50% of 11th graders, and 43% of nontraditional students Suspension Rates: CUHSD Foster Youth - less than 16% CUHSD ELs - less than 4% CUHSD Hispanic - less than 2% CUHSD Homeless - less than 4% CUHSD SED - less than 4% SHS ELs - less than 5% SHS SWD - less than 6% DOHS All Students - less than 8% DOHS SED - less than 8% Maintain DOHS Hispanic - less than 8%	10% increase of 9th graders, 12% increase of 11th graders, and 10% increase of nontraditional students Suspension Rates: CUHSD Foster Youth -Declined 7.2% CUHSD ELs - maintained 0% CUHSD Hispanic - Maintained -0.3% CUHSD Homeless - Declined 1.6% CUHSD SED - Maintained -0.3% SHS ELs - Maintained -0.2% SHS SWD - Declined 1.7% DOHS All Students -Increased 2% DOHS SED - Increased 2.4% DOHS Hispanic - Increased 2.8% Maintained expulsion rate of 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DOHS Hispanic - 15% (Increased 2.8%) Expulsion Rate 23-24: 0%			
4.5	Chronic Absentee Rates (Dashboard) School Attendance Rates (P2 Data) High School Dropout Rates	CDE Dashboard Data for 22-23: Chronic Absenteeism Rate for the District 22-23 was 19.7% (CUHS-15.7%, SHS-19.4%, PRHS-38.9%, DOHS-47.6%, MSVA-65.9%) African American - 37.9% American Indian or Alaska Native - No data Asian - 0% Hispanic or Latino - 19.8% White - 13.4% Two or More Races - NO DATA P2 Attendance Rates 22-23: CUHS - 95.86% SHS - 95.34% DOHS - 102.5% PRHS - 94.71% MSVA - 102.35%	Ed-Data Chronic Absenteeism Rate for the District 23-24 was 16.8% (CUHS-13.2%, SHS-16.6%, PRHS-73.1%, DOHS-57.6%, MSVA-34.5%) African American - 18.5% American Indian or Alaska Native - No data Asian - 0% Hispanic or Latino - 17% White - 12.7% Two or More Races - NO DATA P2 Attendance Rates 24-25 CUHS - 96% SHS - 94% DOHS - 93% PRHS - 80% MSVA - 94%		CDE Dashboard Data: Chronic Absenteeism Rate for the District to be 10% or under every year No student group will exceed 15% chronic absentee rate in any given year P2 Attendance Rates: CUHS - 98% SHS - 98% DOHS - 98% PRHS - 98% MSVA - 98% Dropout Rate: No group will have above a 5% dropout rate.	2024 CDE Dashboard Data: Chronic Absenteeism Rate decrease of 2.9% districtwide CUHS-decrease of 2.5%, SHS-decrease of 2.8%, PRHS- increase of 34.2%, DOHS-increase of 10%, MSVA-decrease of 31.41% African American - decrease of 19.4% American Indian or Alaska Native - No data Asian - maintained 0% Hispanic or Latino - decrease of 2.8% White - decrease of 0.7% Two or More Races - NO DATA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CUHSD Cohort Dropouts: All Students - 7.7% ELs - 8.8% SED - 8.3% Homeless - 11.9% SWD - 8.7% Hispanic - 7.6%	2024 CUHSD Cohort Dropouts (Ed-Data): All Students - 5% ELs - 7.1% SED - 5.2% Homeless - 11.3% SWD - 6.7% Hispanic - 4.9%			P2 Attendance Rates CUHS - 0.14% increase in attendance SHS - 1.34% decrease DOHS - 9.5% decrease PRHS - 14.71% decrease MSVA - 8.35% decrease Dropout Rate: All Students - 2.7% decrease ELs - 3.3% decrease SED - 3.1% decrease Homeless - 0.6% decrease SWD - 2% decrease Hispanic - 2.7% decrease
4.6	Number of transportation routes Student/parent feedback regarding transportation	Current routes: 12 regular routes and 3 SPED bus routes, 1 car transported student to SD and 2 car routes for MVP students	24-25 Current routes: 13 regular bus routes and 3 SPED bus routes, 2 van routes for MVP students		Maintain or add routes (no decreases) in any year No concerns regarding transportation will	Increased by 1 bus route and 3 car routes for MVP students Baseline transportation data established to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feedback sessions have included concerns with number of routes, crowdedness of buses, timing of outes to allow for students to not rush after school (and possibly miss the bus)	Student Survey Data 24-25: 37.7% of students who completed the survey take the bus to and/or from school either always or sometimes. 5.2% of students surveyed stated that access to the transportation service you use (e.g., pickup/drop-off locations) is difficult or very difficult. 23.9% of students surveyed chose a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation services to school?" 21.8% of parents surveyed chose a 4 or 5 score (with 4		occur during LCAP Feedback Sessions	monitor progress in the next 2 years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation services to school?"			
4.7	Number of Sports available for students Pecentage of students below a 2.0 GPA for eligibility purposes	Sports Available for students to participate in: 18 208 students districtwide have a GPA below 2.0 GPA (5.1%)	24-25 Sports Available for students to participate in: 18 593 students districtwide have a GPA below 2.0 GPA (14.7%)		No decrease in the 18 sports offered Less than 5% of students below 2.0 GPA in any year	Target Met - no decrease in number of sports 9.6% of students increase in students below a 2.0 GPA
4.8	Locally Created Parent Survey - Parents are welcome and have access to student information in a language they understand.	91.3% of parents agreed that the school provides a translator when needed. 90.4% of parents stated they strongly agree or agree that "The school provides a welcoming environment for each parent."	24-25 93.1% of parents agreed that the school provides a translator when needed. 93.1% of parents stated they strongly agree or agree that "The school provides a welcoming		100% of parents agreed that the school provides a translator when needed. No less than 95% of parents share that they strongly agree or agree that "The school provides a welcoming	1.8% increase in parents agreeing that the school provides a translator when needed. 2.7% increase innumber of parents stating they strongly agree or agree that "The school provides a welcoming

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			environment for each parent."		environment for each parent."	environment for each parent."
4.9	Locally created Student Survey regarding both use of health services and quality of services rendered	Survey to be created to be administered in April 2025	24-25 61.2% of students surveyed stated they had gone to see the Health Assistant/Nurse at school this year. 63.6% of those students who stated they saw a health tech/nurse stated that service received was good or great.		85% of students who received health services on campus will respond with good or great service	Baseline survey data established
4.10	CHKS Survey regarding school "is usually clean and tidy" (Facilities and Physical Environment)	Between 20-25% of students disagree or strongly disagree on the quality of the physical environment items on CHKS. Almost one-third of our schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were	24-25 Between 20-25% of students disagree or strongly disagree on the quality of the physical environment items on CHKS. Almost one-third of our schools serving 11th graders were categorized as having low quality physical environments based on student reports on the		Less than 20% of students will respond disagree or strongly disagree to the survey question regarding cleanliness of the physical environment	No change on the quality of the physical environment items on CHKS. Qualitative feedback from both student and parents feedback sessions mentioned facility issues that they'd like to see improved (prisony feel and dirty restrooms at SHS/ cement, paint,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		strongly related to student achievement.	clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement. Qualitative feedback from both student and parents feedback sessions mentioned facility issues that they'd like to see improved (prisony feel and dirty restrooms at SHS/ cement, paint, drinking fountains, restrooms at CUHS)			drinking fountains, restrooms at CUHS)

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.

CUHSD has fully implemented actions 4.1, 4.2, 4.4, 4.5, 4.6, and 4.9. Successes include increased parent meetings (Financial Aid seminars and application assistance for parents, Jump Start meetings for parents including incoming 9th grade parents,etc.) as well as celebrations. We are also seeing an upward trend in use of Parent Portal, continued employment of PIO for sharing of district happenings, increased services for homeless and Foster Youth students through the employment of an FRC Coordinator (Foster Youth data is increasing in many areas as relationships with current staff is increased and reliable), facilitation of services both in and outside the campus through established

relationships and program collaboration for Foster Youth and homeless students and families, increased student recognition for positive behaviors and attendance, transition activities for incoming 9th graders, the hiring of a bus driver trainer to support our ever evolving transportation needs, and addressing of student helath needs on campus.

We have partially implemented action 4.3 and 4.8. While we hired clerical staff to assist at the FRC (4.3), we lost this person mid-year and did not replace. This piosition will be hired for closer to the beginning of the 25-26 school year to esnure that the FRC Coordinator is able to get around to all District schools appropriately. Also, we recognize that we still need to do more in the parent engagement area on all of our campuses (4.8). We need to find ways to reach more parents and partner in this work together. Some of this work is hosted by the sites utilizing Title I dollars as well, but as a District, we have room for growth.

Action 4.7 currently is a placeholder in case we increase our extra-curricular opportunities. At this point, we have not increased those opportunities, this has not yet been implemented (we have not had the need to). Action 4.10 has not been implemented either as other actions have been the priority. There are plans, however, to complete some work that would fall into both this action and safety (5.3) to beautify and create a physically safer learning environment on our campuses. Time, particularly when students are not on campus, has been the greatest challenge.

We did not implement much in Campus Beautification (4.10) simply because we did not have the time to invest; other actions took priority.

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.

We were underspent/overbudgeted in action 4.1 by about $50,000; we still have not purchased digital signage for schools to enhance communication of activities and happenings on campus. We have spent about half of the dollars allotted to targeted homeless and Foster Youth services (4.2); we believe this to be an overbudgeting issue (last year was year 1 and required more funding), and we will reduce budget in this area for next year. Family Resource staffing (4.3) was underspent by about $14000, but one position went vacant for several months. Hiring will occur soon so that we are fully staffed for 25-26. Action 4.4 was underspent/overbudgeted by about $29000; additional student incentives will be added for 25-26 to include ELPAC and NWEA progress. Most dollars allotted for 4.5 (improved attendance) were spent. We severely underbudgeted (about $142,000) for transportation costs (4.6), so this will be adjusted for 25-26. We spent little of the money allotted to parent engagement (4.8) as Title I at the site level took care of many of these opportuntities. We overbudgeted for health services by about $86,000; we will reduce budget for next school year. We underspent in campus beautification (4.10) due to

Activity 4.7 was not allotted a budget for 24-25, and we do not anticipate adding dollars at this time for 25-26.

We did not implement much in Campus Beautification (4.10) simply because we did not have the time to invest; other actions took priority.

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

We have work to do in our partner communication and engagement (4.1) through our website as only 60% of our parents are going to the website for information. We are in the process of updating our website through another vendor and are working to ensure that the website is

more user friendly and more regularly updated with current information and annonucements. More parents are utilizing the Parent Portal for communication purposes. However, we have seen great increases in the percentage of parents who find our campuses to be welcoming.

Targeted homeless and Foster Youth services (4.2) has been effective as we are seeing decreased suspension rates for Foster Youth districtwide and a maintaining of numbers for homeless students.

Family Resource Staffing (4.3) has been effective as a large number students and families (194) been served, and statistics for these groups are improving in most data points.

Incremental improvements are being made in the world of positive, safe, inclusive student culture (4.4) with the exception of suspension rates at Desert Oasis. Some of our subgroup population data has, at least, maintained and not declined. CHLS shows more students are describing their school experience as satisfied or very satisfied and fewer students are reporting chronic sadness or hopeless feelings.

Attendance rates (4.5) at some schools are an area of concern. While Central's rates have slightly increased, Southwest has seen a slight decrease, and Desert, Phoenix, and MSVA have seen large decreases in attendance rates.

While little qualitative data was shared in feedback sessions with reagrd to transportation (4.6), survey results show that 5.2% of students surveyed stated that access to the transportation service they use (e.g., pickup/drop-off locations) is difficult or very difficult. So, this action seems effective for most, and we will need to try to figure out what is not working well for this small percentage.

Increase in parent engagement (4.8) has increasing parent percentages and is being effective.

Health services rendered (4.9) has some areas for concern with only 63.6% of students who have accessed health services on campus to find the services good or great. This service is effective in that we have a way to address student health needs on campus, but we need to increase the quality of services. Further reserach is required to determine what adjustments need to be made.

Action 4.10 had mixed effectiveness in that we didn't really get to doing what we had proposed to do. That being said, we met our goal with regard to the number of students finding our physical environments clean and tidy as measured by the CHKS.

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.

No major changes to be made to goal, metrics, target outcomes, or actions; however, we will be adjusting budget and investigating utilization of staff to address areas of concern.

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	Improved Educational Partner Communication and Engagement	Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators. Evaluate, refine, and continue campaign to promote open communication among all educational partners. Continue use of Parent Square and parent/student portals through AERIES to improve school to home communication. Purchase Virtual Phone system from Parent Square to assist with access to technology for improved use of and teacher tracking of phone calls. Train staff and parents / guardians more fully in the use of the Portal and Parent Square. Ensure parent informational meetings (both at the site and District levels) are held at a variety of times and through multiple means (virtual / nonvirtual) and addressing multiple topics of interest/need to meet needs of partners. Pay staff hourly pay for holding meetings and sharing information (including LCAP Advisory and input meetings). Purchase digital signage for all school sites for improved communication of programs, meetings, and services with the community and our families. Improve website upkeep for informational purchases. Employ staff to dedicate time to ensuring that the website is up to date and current information is easy to find. Purchase Smart Sites through Parent Square to get updated website information to push to social media (and mainstream our communication efforts digitally). Continue employment of Public Information Officer for improved communication amongst all educational partners with services being provided through various means (verbal, written, digital) to ensure that everyone is well informed, digital communications are updated and accurate, and overall communication is improved, addressed immediately, and clear/transparent in nature.	$592,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain staffing of 3 district Community Liaisons and Attendance/Outreach Specialists to better communicate with parents and families regarding importance of attendance on academic achievements and determining root causes of student issues to intervene and determine supports. Increase advertisement of Adult Education opportunities for parents to educate parents in skills necessary for meeting their educational, work, and life goals, and to ultimately be contributing, productive members of our local economy and communities and improve their impact on their students and families educationally. Initiate an Adult Ed campaign for parents our current students to learn new skills, attain certification/diplomas, etc.		
4.2	Targeted Homeless and Foster Youth Services	Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students. Offer supplemental counseling services provided by Counselors on Special Assignment (COSAs) and FY Liaision designed to specifically address the unique needs of Foster Youth (2 SSTs per year with frequent check-ins). Provide opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and post-secondary campus tours (such as IVC, SDSU, etc.). Provide targeted Homeless student and family services through the district's FRC and McKinney-Vento Liaison (basic need supplies, funding for student activities, etc.). Purchase supplies necessary for the functioning of the FRC in meeting the multiple demands of student basic needs so that students are able to function academically at school and increase engagement and achievement in classes. This action is meant to support Foster Youth who have achieved red level on the Dashboard for suspension rate at the District level.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Family Resource Center Staffing	Coordinate all services for special populations including Foster Youth and Homeless youth through the hiring of an FRC Coordinator to ensure services are being provided, documentation is up to date, training is being implemented and tracking of student progress both academically and socially emotionally is occurring. Provide various services to assist with basic needs, housing, social emotional health, behavioral health, and drug and alcohol counseling. Hire clerical assistance (0.5 FTE) for FRC reception and assistance (to be split with CTE clerical assistance) to ensure coverage of office in the absence of the FRC Coordinator.	$171,329.00	Yes
4.4	Promotion of positive, safe, inclusive student culture	Publicly recognize student achievements through on campus displays, assemblies, incentives, and award celebrations. Increase celebrations on campus for student achievement. Incentivize positive behavior of both students and staff. Build positive culture through celebrations, recognitions, etc. Provide student incentives for CAASPP proficiency, ELPAC improvement, NWEA growth achievements. Provide on campus informational posters regarding important student topics (e.g. elective offerings, expanded math/science offerings, CTE pathways, grad/a--g requirements, etc.). Promote student mental and social emotional health through clubs, meetings, and assemblies. Promote social-emotional well-being through activities, lessons, and crisis intervention. Provide opportunities for student leadership groups to plan and carry out activities/services for students based on the needs of their school/organization in order to improve culture, social-emotional wellbeing, and belonging on campus. Include student voice projects. Provide resources for activities to support incoming freshmen and other new students with their transition to high school. Support Link Crew. Pre-	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school tours, meetings, activities for students and families to familiarize themselves with the campus and staff. Support Positive Behavior Intervention and Support (PBIS) program. Continue to Implement additional Positive Behavior Intervention and Support strategies and programs including collaboration between all sites and training for new staff and we also begin to move toward a Multi-tiered system of support that includes PBIS as one of the systems (Training for staff, Materials and supplies to implement the program, Coordinated meetings between sites, Incentives for improved student behavior). Furnish calming room with supplies needed for students in need of a mental break. Investigate staffing of this room for supervision and/or counseling opportunities. This action is meant to support those student groups that have achieved red level on the Dashboard for School Climate - Suspension Rate: Foster Youth at the District level, SHS English Learners and and Students with Disabilities, Desert Oasis All/SED/Hispanic groups.		
4.5	Promote Improved Attendance and Engagement on Campus	Improve school climate and attendance for unduplicated pupils by promoting schoolwide engaging activities, including senior activities. Utilize the absence / tardy monitoring system included in the Aeries-Parent Square system. Conduct an Attendance Campaign and Improvement program through Attention to Attendance (A2A). Improve parent communication to decrease absenteeism of unduplicated pupils and improve conditions for learning for optimal engagement. Investigate and implement improvement strategies regarding tardies. Provide Student and Staff Incentives for good/improved attendance.	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Transportation Services	Support daily attendance at school to address the impact of lost instructional time due to COVID. Maintain and investigate opportunities to increase transportation services to continue to support student curricular and extracurricular programs and provide additional transportation services to support the attendance and participation of our unduplicated pupils and relieve the burden of some of our parents who do not have reliable transportation to and from school and who live in designated areas outside of and on the outskirts of El Centro. Investigate opportunities for increased driving positions and, therefore, more routes to alleviate crowded buses and expand routes. Fund licensing costs to increase number of potential drivers; allocate resources to address the bus driver shortage. Investigate opportunities and make adjustments to route times after school to allow for student restroom break and/or ability to stop into classrooms to see teachers for materials and/or other academic/physical need. Investigate ability to help students participating in extracurricular activities to get home safely after practice, games, competitions. Maintain increased bus services in order to improve attendance of unduplicated students residing in designated district areas of attendance currently not served. Retention of current bus driving positions in order to accommodate/maintain added routes and mitigate learning loss. Hire Bus Driver Trainer to ensure that we have a pool of trained drivers for covering all routes and expanding if and when necessary/opportune and also to ensure that proper training for electrical buses/vehicles for drivers and other such trainings occur consistently, frequently, and appropriately. Upkeep of buses and other fleet vehicles to ensure students are transported in vehicles that have all updated, appropriate safety features.	$228,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Payoff vans from program transfer to ensure that Moderate/Severe students have reliable, safe transportation to and from school and to workability and life skills experiences. Continue to provide for infastructure for Electric Vehicles/Transportation Systems for seamless, emissionless transportation for unduplicated pupils. Provide possible transportation opportunities for Saturday School to mitigate learning loss.		
4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Provide opportunities for students to strengthen school connectedness and pride through the engagement of intramural/extra-curricular/athletic opportunities. Provide staffing for extracurricular/athletic programs as well as training opportunities (including inclusion and safety training) to improve our interaction with students and provision of safety procedures, including Athletic Directors for organizing, scheduling, etc. Ensure no layoffs of staff to maintain current offerings and increases in athletic opportunities. Sustain sports programming so more students can participate to improve mental health/social-emotional outcomes and to provide intervention opportunities for increased academic achievement, specifically for unduplicated pupils for who these opportunities have been minimal (GPA and attendance determines student ability to participate). Increase safety in our extracurricular/athletic opportunities through staffing and materials/supplies.	$0.00	Yes
4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	Implement incentives to increase parent participation and ensure all families feel welcomed and included, as well as engage in activities and/or training (e.g. lanyards, pens, food).	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Increase parent workshops (in frequency, number of topics). Include topics like processes and things to know for those new to American schools, new to high school, etc. Investigate adding a Parent Engagement Center with staffing on a couple of campuses in the District.		
4.9	Supplemental Health Services for Low Income Pupils	Continue site-based approach to health care services offered on campus. Continue to employ District Nurse and 2 Health Technicians. Provide supplemental services and supplies including eye glasses, medical supplies, and hygiene kits for students who are in-need due to income.	$401,485.00	Yes
4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Add murals and/or other aesthetic elements around campus to beautify the area and make school a place to be comfortable and feel pride. Investigate the allowance of buildings/rooms to be supervised and used for cooling centers on hot days, especially for unduplicated students for times of the day when access to a place to complete work and/or collaborate with teachers or peers would be advantageous for increased academic success. Upkeep of outdoor learning spaces (connectivity, seating, etc.).	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	CUHSD will continue to increase and improve vital services for all students, with a strong focus on our unduplicated students and their needs, by actively recruiting, hiring, and retaining highly qualified teachers as well as providing a safe and effective learning environment for students and staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Imperial Valley is one of the most economically disadvantaged regions in California. In addition to high unemployment, high poverty, food insecurity, and housing insecurity, our families suffer staggering health challenges, including high rates of asthma, diabetes, obesity, and hypertension, among others. The Imperial Valley is also a rural, desert region in southern California that is in close proximity to the United States/Mexico border. This area is one of the top three drug trafficking corridors in the US. Over the years, more homeless people have been congregating and living in areas around our schools as well as in areas that students must pass through on their way to school. We are experiencing an increase in drug use with our youth (vaping in particular) and/or availability of these products to our students on and off campus. Based on data gathered through surveys and educational partner feedback, there is a need to continue increasing student safety to support an optimal teaching and learning environment.

In keeping with the goal from previous our LCAP, the district remains committed to ensuring that every student feels safe while on campus as well as the safe and consistent availability of transportation to and from school, particularly for those families without reliable transportation. Actions in this goal include emergency management system, identification systems, security, transportation services, and health services, in addition to improving outdoor and indoor environments to ensure safe activities for our unduplicated pupils. The actions and metrics will help the district in its commitment to making sure that our schools are safe and welcoming as well as contribute to the development a positive school climate.

CUHSD is still challenged with recruiting and hiring fully qualified teachers. There is a need to continue to provide support to teachers working toward fulfilling all credentialing requirements. Of the 199 certificated staff employed, 83.7% have a clear teaching credential (these teachers do not yet hold a preliminary credential and are on either a waiver or a permit). This is slightly below the statewide average of 84%. Misassignments of teachers in the last couple of years have had to do with the fact that we do not have teachers with added authorizations to work with some of students with special needs (i.e. Traumatic Brain Injury, etc.). The County has also struggled to fill positions with teachers who have some of these authorizations, and the program that the County was working to provide for teachers who have been willing to get the training had to cancel the training due to low number of participants. The District is now offering additional pay to teachers who complete the training and receive the state authorization for all added authorizations in the SPED world.

Also, 31% of freshman students in 23-24 indicated on the CHKS survey that they felt "neither safe nor unsafe" at school, 5% felt “unsafe” or "very unsafe" at school. This number dropped dramatically from the 22-23 school year where 26% of 9th graders reported feeling unsafe. While incidents of violence on school campuses are relatively low, there is a need to continue to staff sites with security personnel; have SROs on sites; and employ effective safety practices in order to maintain safe schools. There is also a need to conduct prevention and intervention in the area of drugs and alcohol. And, qualitative data from student and parent feedback sessions is that restrooms are still an area of concern for safety due to vaping, gaps in partitions causing privacy concerns, and cleanliness.

Alcohol and Drug Use is high in 11th Grade
11% self-reported alcohol or drug use in the last 30 days during both the 23-24 school year which is markedly lower from the 21-22 and 22-23 school years where 20% of 11th graders reported this behavior
5% reported heavy alcohol use (binge drinking) in 23-24 compared to 9% in 22-23
11% reported any drug use in the last 30 days

Cigarettes and Vape are Readily Available
8% of freshmen students (down from 10% in 22-23) and 7% of junior students (down slightly from 8% in 22-23) said marijuana or vape products were difficult to obtain
12% of 9th graders, 10% of 11th graders, and 10% of nontraditional students report difficulty of obtaining cigarettes
8% of 9th graders, 7% of 11th graders, and 10% of nontraditional students report difficulty of obtaining vape products; this is concerning, considering that 38% reported that vape products are very easy to obtain (51% of 11th graders) in 21-22

To achieve this goal, we will be implementing the following actions:

QUALIFIED TEACHERS: Action 5.1 assists us in working toward hiring the most qualified applicants for open teaching (and other) positions. Research consistently shows that students taught by highly qualified teachers perform better academically. These teachers have a deep understanding of subject matter and effective teaching strategies, which translates to better student comprehension and performance on assessments. Students are more likely to stay engaged and complete their education when taught by qualified teachers who can inspire and effectively support them through their learning challenges. Access to highly qualified teachers helps to mitigate educational disparities among students from different socio-economic backgrounds. This contributes to a more equitable education system where all students have the opportunity to succeed. Credentialed teachers are better equipped to address the needs of diverse learners, including those with disabilities, English language learners, and gifted students.Currently, our District's percent of highly qualified teachers is just short of both the County and State averages. Additionally, effort to recruit staff that reflect the demographics of the students and community will continue to be made.

BEHAVIOR INTERVENTION: Action 5.2 focuses on meeting the behavioral needs of students to ensure that students can focus in class and receive the interventions necessary to address the behaviors that impacting learning.

CAMPUS SAFETY: Action 5.3 focuses on providing an inclusive environment that provides a safe, drug free campus and supports for students with social emotional and mental health needs. This will extend to before and after school. We will ensure that we have all safety

protocols in place (both physically and virtually) for students (and staff) on campus. When students feel safe, they are more apt to perform academically. Restrooms will continue to be an area of top priority.

ARC EXPERIENCE AFTER SCHOOL PROGRAM: Action 5.4 will ensure that students have a safe place to go after school to stay off the streets and out of trouble while learning new skills and/or getting assistance with homework. ARC will assist in continuing to establish relationships with students so that they have adults that they can rely on and confide in as well as get assistance and support with whatever they may be facing or struggling with.

Through the implementation of these actions, we anticipate that we will decrease the number of instances where facilities do not meet the rating of Good Repair, percentage of students self-reporting drug and alcohol use, decrease in the suspension and expulsion rate, and increase the percentage of students who perceive the campuses as being safe.

Through the above-mentioned actions and improvement of these metrics, we will be achieving the goal of maintaining basic services for students in a safe and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of Teacher Misassignments and Vacancies (Local Indicator Report) Percent of teachers who are fully credentialed in the subject areas for the pupils they are teaching	22-23 0 misassignments 83.7% of teachers are fully credentialed in the subject areas for the pupils they are teaching	23-24 2 misassignments 84.2% of teachers are fully credentialed in the subject areas for the pupils they are teaching		0 misassignments 90% of teachers are fully credentialed in the subject areas for the pupils they are teaching	Misassignment target change of 2 teachers 0.5% incrtease of teachers are fully credentialed in the subject areas for the pupils they are teaching
5.2	Number of referrals involving drugs and/or paraphernalia	23-24 Districtwide Data on Discipline Dashboard in AERIES: Under the Influence - 71 referrals Tobacco/paraphernalia - 59 referrals	24-25 Districtwide Data on Discipline Dashboard in AERIES (Aug-midMay): Under the Influence - 75 referrals		Decrease referrals in this area by at least 25 every year: 24-25: 180 or less 25-26: 160 or less 26-27: 140 or less	Districtwide Data on Discipline Dashboard in AERIES (Aug-midMay): Under the Influence - 4 referral increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Drug/Alcohol - 38 referrals Drug paraphernalia - 13 referrals Total - 181 referrals involving drugs, alcohol, tobacco, and paraphernalia	Tobacco/Nicotine - 56 referrals Drug/Alcohol - 56 referrals Drug paraphernalia - 8 referrals Total - 195 referrals involving			Tobacco/Nicotine - 3 referral decrease Drug/Alcohol - 18 referral increase Drug paraphernalia - 5 referral decrease Total - 14 referral increase
5.3	CHKS: % Perceived Safety at School (Very Safe or Safe) School Facilities are maintained in good repair as reported on the FIT: Overall percentage Rating and School Rating	2023-2024 9th Grade - 65% and 11th Grade - 67% (Traditional) Nontraditional students - 61% FIT 23-24: CUHS - 90.34%, Good School Rating SHS - 86.8%, Fair DOHS - 94%, Good PRHS - 98%, Good	2024-2025 67% of 9th graders and 66% of 11th Grade (Traditional) Nontraditional students - 69% FIT 24-25: CUHS - 85.41%, Fair SHS - 94%, Fair DOHS - 88.38%, Fair PRHS - 96.25%, Good		9th Grade - 75% and 11th Grade - 67% (Traditional) Nontraditional students - 71% CUHS - 95% Average of 8 Categories, Maintain Good Rating SHS - 95%, Maintain Good Rating DOHS - 95%, Maintain Good Rating PRHS - 100%, Maintain Good Rating	9th Grade - 2% increase and 11th Grade - 1% decrease in perceived safety at Traditional sites. Nontraditional students - 8% increase in perceived safety 24-25 FIT: CUHS - 4.93% decrease in Average of 8 Categories, dropped from good to fair SHS - 7.2% increase in FIT average, Maintained Good Rating DOHS - 5.62% crease in FIT

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						average, dropped from good to fair PRHS - 1.75% decrease in average, Maintained Good Rating
5.4	Participation Numbers Survey regarding effectiveness of ARC after school program services CHKS Survey Results (Other Health Risks)	23-24 Student Survey, 297 students (28.5%) shared that they have participated in ARC this year. Of the parents surveyed, 23% said their student had participated in ARC this year. ARC reports that the average daily attendance numbers (year to date) are Desert Oasis - 82 students, Southwest - 137 students, and Central - 118 students. Students who identified that they have gang involvement - 2% of 9th graders, 1% of 11th graders, and 5% of nontraditional students	24-25 Student Survey, 227 students (32.7%) shared that they have participated in ARC this year. Of the parents surveyed, 21.8% said their student had participated in ARC this year. ARC reports that the average daily attendance numbers (year to date) are Desert Oasis - 85 students, Southwest - 124 students, and Central - 179 students. Students who identified that they have gang involvement - 3% of 9th graders, 2%		Student Survey, 35% student participation. Average daily attendance numbers - at least 10% of each school's population Eliminate gang involvement on campus through options available at school	Student Survey, 4.2% increase in student participation in ARC Average daily attendance numbers based on parent survey - 1.2% decrease in parents sharing that their child participated 6% of Central's population, 7.8% of Sothwest's population, 57% of Desert Oasis' population attends on a dialy basis Students who identified that they have gang involvement - 1% increase in 9th graders,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of 11th graders, and 10% of nontraditional students			maintaining of 11th graders, and 5% increase of nontraditional students have identified that they have gang involvement

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.

CUHSD has fully implemented actions 5.1, 5.3, and 5.4. Successes include fully staffing open cerificated positions, providing induction training and support to new teachers, implementation of Raptor for security on campuses, hiring of additional security staff, placing vape detectors in restrooms, upgrading fiberoptics and cybersecurity measures, continuance of Mental Health Specialists on campus, and offering of Arc after school program to provide a safe place for students after school for help with studies as well as fun activities (with Desert Oasis being a real highlight).

We have partially implemented action 5.2. While drug intervention services are atking place on most of our campuses, the suspension rate at Desert Oasis is a sign that more needs to be done to educate students on that campus and intervene proactively and appropriately. The challenge includes the utilization of available staff and the suituations in which the DO staff find themselves. While Student Alternate Placement has been an item of discussion, there has been difficulty in determining which staff should staff it as well as recognizing that students being high on campus is different than a student who is caught with paraphenelia. This needs to be established for the 25-26 school year.

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

All budgeted funding for qualified teachers (5.1) was expended. Most behavior intervention dollars (5.2) were not expended; $12,000 went unspent. Most campus well being (5.3) dollars were spent; however, $430,000 went unspent; this was partially impacted by the fluctuations in security staffing and the fact that a few positions were vacant for a period of time during the school year and the MOU with ICOE for the Mental Health Specialists was partially paid out of other funding sources and a 0.5 FTE MHS went unstaffed for most of the year. Additionally, we have another payment to the City of El Centro that will be paid soon for the contracting of the SROs on our comprehensiove

sites to the tune of about $70,000. Arc after school program allotted dollars were almost fully spent, and if an additional security guard is needed for summer school, these available dollars could be used to fund the expense ($13,000).

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

Action 5.1 was effective in that only 2 teachers were misassigned in the 23-24 school year and a small increase in the percentage of fully credentialed teachers has increased from 22-23 to 23-24. Action 5.2 is not proven effective in that total number of referrals in the drug/alcohol area has increased from 23-23 to 24-25. Action 5.3 was partially effective as Southwest met the target on the FIT for families while the other schools were within 10% of the established target for FIT. Scores on the California Healthy Kids Survey have also shown improvement in perceived safety at school particularly in the area of nontraditional students (those at the alternative site). Arc after school program has mixed results as far as effectiveness goes. Southwest and Desert Oasis have met the participation goal while Central and Phoenix Rising have not. Gang activity as measured by the CKHS self reported information has doubled across our campuses. We must work with Arc (5.4) to ensure that activities planned are enticing to more students, particularly those looking for belonging and a sense of family; this conversation has already ensued with staff at Arc.

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.

A few adjustments have been made to the metrics of 5.2 as it was found that categories were off in the baseline data thus skewing numbers.

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	Qualified Teachers	Fill new openings with staff fully certified in their subject areas to best meet the needs of unduplicated pupils. Employ advertising and recruiting practices that attract highly qualified applicants. Fly positions in non-traditional places and ways to try to attract a diverse pool of applicants. Attend career fairs to find diverse, qualified applicants. Provide Induction Training and Support for new teachers (Budgeted in Goal 2) to ensure that teachers are trained in supporting all students, particularly unduplicated pupils, in inclusive and supportive ways (ELs, SWD, LGBTQ+, homeless, low income, etc.).	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Behavior Intervention	Drug Intervention and Education Services - Train and employ staff to offer Drug Intervention and Education Services for students who are found in possession of drugs, alcohol, tobacco, or vape, and/or are found to be under the influence. Hold sessions parent and student informational on Saturdays and/or after school; students would be required to complete the program as part of the intervention process. Parent sessions will also be offered on Saturdays (or other times) to better inform parents of dangers, supports, etc. Possible implementation of Student Alternative Placement options for students who need a behavior break / support period of time. This action is meant to support those student groups that have achieved red level on the Dashboard for School Climate - Suspension Rate: Foster Youth at the District level, SHS English Learners and and Students with Disabilities, Desert Oasis All/SED/Hispanic groups.	$7,500.00	Yes
5.3	Campus Well-Being	Learning Recovery Emergency Block Grant action. Provide a safe campus by providing staff to supervise on campus in common areas, assist in prevention and identification of trends in drug, alcohol and tobacco use, provide support, guidance and intervention for students who are experiencing behavioral difficulties that interfere with their learning, sense of belonging, and sense of safety. House a Student Services office dedicated to school safety, and schoolwide discipline policies and practices. Continue contract with City of El Centro to keep School Resource Officers on comprehensive campuses. Maintain security guard staffing at each comprehensive site with restrooms being an area of prioritized security.	$2,947,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain vape prevention/detector devices all on campuses in the restrooms. Provide technology to security guards for instant notification of detection of drugs in restrooms. Utilize Raptor system for visitor security and tracking. Partner with School Safety Solutions for assessment reports and safety improvements. Fiberoptic upgrades and cybersecurity upgrades, wiring, cameras, etc. for increased security. Increase cleanliness of restroom facilities for increased student utilization for basic human needs. Fix privacy walls in restrooms to ensure gaps and locks do not violate students' privacy and bring an increased sense of safety in the restrooms. Fix concrete in areas where safety is a concern. Continue to train staff in the A.S.S.I.S.T training for suicide prevention and trauma informed practices. Create and support group counseling/therapy sessions for students (i.e. grief sessions for students who have lost loved ones to suicide, COVID, or other deaths and/or. Continue contract with ICOE for School-Based Mental Health Specialists to assist students at all schools. Offer various safety training for staff (CPI Training for additional staff to ensure safety of both students and staff with regard to restraint when necessary, First Aid/CPR, Heat Illness training for staff and coaches, Narcan training, etc.). Continue utilization of the Catapult system for emergency situations and for anonymous reporting.		

Action #	Title	Description	Total Funds	Contributing
		Mental health supports such as counseling and peer supports have shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Reserach also indicates that mental health supports improve emotional wellbeing, reduce bullying, and enhance academic outcomes. This action is meant to support those student groups that have achieved red level on the Dashboard for School Climate - Suspension Rate: Foster Youth at the District level, SHS English Learners and and Students with Disabilities, Desert Oasis All/SED/Hispanic groups. Metric Being used to monitor the action: Metric 5.3 LREBG Funds supporting this action: $614,445 over 3 years		
5.4	ARC Experience After School Program	Learning Recovery Emergency Block Grant action. Partner with Arc Experience to add a safe and inclusive place for students to go after school and during the summer; afford the opportunity to low income, homeless, and other unduplicated pupils to receive additional academic support and assistance with coursework as well as learning opportunities beyond academics. Provide snacks and security for student convenience and safety. High-quality after-school programs provide structured academic support, including tutoring, homework assistance, and enrichment activities. These programs have been linked to improved grades, higher test scores, and increased school attendance. Participation in after-school programs fosters social skills, emotional intelligence, and resilience. Students engage in group activities that promote teamwork, communication, and conflict resolution. These experiences enhance self-esteem and provide a sense of belonging. Moreover, consistent involvement in such programs is associated with better emotional adjustment and relationships with peers and adults. Metric Being used to monitor the action: Metric 5.4 LREBG Funds supporting this action: $800,000 over 1-3 years depending on participation in the 25-26 school year	$800,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, all students at DOHS, PRHS, and MSVA, particularly Hispanic and Socioeconomically Disadvantaged students, will demonstrate progress in graduation rates and College Career Readiness (as measured through Dashboard graduation rates and the College Career Readiness Indicator) through the provision of targeted and effective wraparound services and intervention services that support the academic, social, and emotional needs of alternative education and school of choice students, which will also decrease suspension rates while on campus and ensure successful reintegration into mainstream education or transition to post-secondary opportunities.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Alternative education students often face unique challenges that require specialized support. By addressing these needs through comprehensive intervention services, we can improve their academic outcomes, increase engagement, and support their overall well-being.

Desert Oasis qualifies for Equity Multiplier dollars due to their high concentration of at-promise students. Across the Dashboard, this school (and its student groups) have fallen into low performing levels for unduplicated students groups as well as Students with Disabilities.

Desert Oasis has a very high percentage of socioeconomically disadvantaged students (90.6%) and a high English Learner percentage (49.2%). These students have been unsuccessful at the comprehensive high school for one reason or another and have been transferred to DOHS for an opportunity to learn in a smaller environment (both the campus and the classroom) with additional adult support. At Desert Oasis, All Students, Socioeconomically Disadvantaged, and Hispanic students groups have landed in the red (or very low) level on the Dashboard for School Climate as measured by the Suspension Rate, Pupil Engagement as measured by the Graduation Rate, and Broad Course of Study as measured by the College and Career Indicator.

Mt. Signal Virtual Academy currently also qualifies for Equity Multiplier funding and also has a high percentage of socioeconomically disadvantaged students (68.6%) and a for a small school has a relatively high English Learner percentage (29.4%). These students have transferred or been admitted to MSVA for reasons ranging from medical needs to mental health needs. At MSVA, All Students, Socioeconomically Disadvantaged, and Hispanic students groups have landed in the red (or very low) level on the Dashboard for Pupil Engagement as measured by the Graduation Rate and Broad Course of Study as measured by the College and Career Indicator. This school

will be dissolving, but the carryover dollars for this school will follow the students currently enrolled at MSVA who will transfer to Long Term Independent Studies at the comprehensive sites to support their needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension Rate (Percentage) Chronic Absentee Rate (Percentage) - Ed Data Impacter Report Data (Progress Percentage)	2022-23 Suspension Rate Data : DOHS: All - 13% / 4.9% increase, SED - 13.8% / 5.4% increase, Hispanic - 12.2% / increase of 5% PRHS: All - 19%, SED - 20%, Hispanic - 15.8% MSVA - 0% MSVA 22-23 Chronic Absentee Rate (All - 65.9%, SED - 67%, Hispanic - 66.7%) DOHS 22-23 Chronic Absentee Rate (All - 47.6%, SED - 49%, Hispanic - 47.5%) PRHS 22-23 Chronic Absentee Rate - (All - 38.9%, SED - 41.2%, Hispanic - 31.3%) Impacter Baseline data will not be available until August 2024.	2023-24 Suspension Rate Data : DOHS: All - 15% / 2% increase, SED - 16.2% / 2.4% increase, Hispanic - 15% / increase of 2.8%, LTEL - 19.5% / increase of 9.9% PRHS: All - 26.9% (7.9% increase), SED - 28% (increase of 8%), Hispanic - 26.9% (increase of 11.1%) MSVA - 0% MSVA 23-24 Chronic Absentee Rate (Hispanic - 32.1% - 33.8% decrease) DOHS 23-24 Chronic Absentee Rate (Hispanic - 57.1% - increase of 9.6%)		Suspension Rate Data : DOHS - 8% (decrease in All, SED, Hispanic Percentages) PRHS - 10% for All, SED, Hispanic MSVA - 0% for All, SED, Hispanic MSVA Chronic Absentee Rate - (All - 50%, SED - 50%, Hispanic - 50%) DOHS Chronic Absentee Rate - (All - 35%, SED - 35%, Hispanic - 35%) PRHS Chronic Absentee Rate - (All - 30%, SED - 30%, Hispanic - 30%) 95% of DOHS, PRHS, and MSVA students will	Suspension Rate Data : DOHS: All - 2% increase, SED - 2.4% increase, Hispanic - increase of 2.8%, LTEL - increase of 9.9% PRHS: All - 7.9% increase, SED - increase of 8%, Hispanic - increase of 11.1%, MSVA - maintained 0% MSVA 23-24 Chronic Absentee Rate (Hispanic - 33.8% decrease) DOHS 23-24 Chronic Absentee Rate (Hispanic - increase of 9.6%) PRHS 23-24 Chronic Absentee Rate (Hispanic - increase of 41.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			PRHS 23-24 Chronic Absentee Rate (Hispanic - 73.1% - increase of 41.8%) PRHS Impacter Potential Data: 13 of the 14 students enrolled have an Impacter score: 65% Competent, 28% Developing, 7% Foundational / 43 of the 46 students have progressed in their score DOHS Impacter Potential Data: 46 of the 123 students have an Impacter score: 6% Advanced, 62% Competent, 26% Developing, 6% Foundational / 43 of the 46 have shown progress with their Impacter score Phoenix Rising High School shows scores ranging		receive an Impacter Potential Score, Student Progress reports for each class will show 75% progress through the Impacter program.	PRHS and DOHS Impacter Potential Data baseline set

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			from 200 to 585. Desert Oasis High School shows scores ranging from 200 to 605. Both schools have achieved scores above 600, demonstrating high potential for student growth. Both schools demonstrate the ability to develop students to high levels of social-emotional competency (500+ scores)			
6.2	4 Year Adjusted Cohort Graduation Rate / Percentage (Ed-Data) Cohort Dropouts Percentage (Ed-Data)	2022-2023 4 Year Adjusted Cohort Graduation Rate Data - DOHS : All - 34.7%, SED - 33.3%, Hispanic - 34% MSVA : All - 9.8%, SED - 10.5%, Hispanic - 10% 2022-2023 Cohort Dropouts - DOHS : All - 6.1%, SED - 6.3%, Hispanic - 6.4%) MSVA : All - 63.4%, SED - 63.2%, Hispanic - 62.5%)	2023-2024 4 Year Adjusted Cohort Graduation Rate Data - DOHS : All - 77.1%, SED - 76.3%, Hispanic - 76.8% MSVA : All - 67.7%, SED - 66.7%, Hispanic - 67.7% CDE Dashboard 2023-2024 Graduation Rate Data -		Graduation Rate Data - DOHS (All - 50%, SED - 50%, Hispanic - 50%) MSVA (All - 50%, SED - 50%, Hispanic - 50%) Cohort Dropouts - DOHS - (All - 4%, SED - 4%, Hispanic - 4%) MSVA (All - 15%, SED - 15%, Hispanic - 15%)	Graduation Rate Data - DOHS (All - 42.4% increase, SED - 43% increase, Hispanic - 42.8% increase) - Target Met MSVA (All - 57.9% increase, SED - 56.2% increase, Hispanic - 57.7% increase Cohort Dropouts - DOHS - All - 3.28% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DOHS : All - 79.6%, SED - 79%, Hispanic - 79.4% MSVA : All - 67.7%, SED - 66.7%, Hispanic - 67.7% 2023-2024 Cohort Dropouts - DOHS: All - 9.38% MSVA : All - 22.6%			MSVA All - 40.8% decrease
6.3	Reading Lexile Scores (Percentage)	Baseline data to be determined after administration of NWEA Map Growth Assessment in August 2024	Fall 24 - 1021 Lexile Level (5th Grade) Winter 25 - 1033 Lexile Level (6th Grade) Spring 25- 1016 Lexile Level (6th Grade)		65% of students will make gains in lexile score	Baseline data set
6.4	Suspension Rate / Percentage (Ed-Data)	2022-23 Suspension Rate Data : DOHS (All - 13%, SED - 13.8%, Hispanic - 12.2%) PRHS (All - 19%, SED - 20%, Hispanic - 15.8%) MSVA - 0%	2023-24 Suspension Rate Data : DOHS (All - 15%, SED - 16.2%, Hispanic - 15%) PRHS (All - 26.9%, SED - 28%, Hispanic - 11.1%) MSVA - 0%		Suspension Rate Data : DOHS - 8% (decrease in All, SED, Hispanic Percentages) PRHS - 10% for All, SED, Hispanic MSVA - 0% for All, SED, Hispanic	Suspension Rate Data : DOHS (All - 2% increase, SED - 2.4% increase, Hispanic - 2.8% increase) PRHS (All - 7.9% increase, SED - 8% increase,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Dashboard will show a decrease (or maintain for MSVA) every year for All, SED, and Hispanic subgroups	Hispanic - 4.7% decrease) MSVA - maintained 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.

DOHS fully implemented actions 6.1 and 6.3 while MSVA did not. A success for DOHS was the implementation of the Impacter program and the establishment of Impacter leaders much like Link Crew at the comprehensive sites. The challenge for MSVA was a medium through which to work with students on Impacter. MSVA students do not have an Advisory period and finding a way to enforce students taking the survey and completing lessons (without grades being issued) was difficult.

Both DOHS and MSVA fully implemented action 6.2. Success in this area was the hiring of another full time counselor at DOHS and a part time counselor at MSVA. Challenges continue to be the discipline needs of students at DOHS that need to be addressed while adhering to staff contracts. Additionally, the small number of students at MSVA has not necessitated a fulltime counselor, but not having a counselor available every day has posed issues.

Neither DOHS or MSVA fully implemented action 6.4. Challenges were the time needed to both seek and establish mentors for students. Finding mentors for DOHS students moving forward will be something we either work with IVROP on or assign to counselors.

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.

Actions 6.1, 6.2, and 6.3 were underbudgeted; we overspent by about $2000 on action 6.1 (SEL programs), $6200 on action 6.2 (additional counselors), and about $800 on action 6.3 (academic support). Action 6.4 (community partnerships was underspent by about $20,000.

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

Action 6.1 has shown mixed effectiveness. Despite the implementation of Impacter, suspension rates and chronic absentee rates continue to increase at DOHS and PRHS. However, most students at DOHS and PRHS who have an Impacter score have shown progress in their Impacter score (SEL score). Since MSVA did not implement, there has been no impact there.

Action 6.2 has demonstrated to be effective as graduation rates have increased and decreases have occurred at DOHS in the number of dropouts. Number of dropouts at MSVA have not met our targets, but we believe that this a data entry problem after conducting research.

Between Fall and Spring, there has been growth in lexile level (6.3 - academic support) at DOHS moving from an overall 5th grade lexile to a 6th grade lexile. Spring results have not been recorded yet as students are still being assessed. So far, we are seeing some progress. MSVA did not assess through NWEA.

Action 6.4 has not been effective as we have not fully implemented.

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.

MSVA will be removed in the 26-27 LCAP and this goal as the school will be closed.

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
6.1	Offer social-emotional learning (SEL) programs and workshops	Purchase Impacter program and support staff in its implementation. Continue SEL Coordinator position (0.2 FTE). Involve students in Mental Health Campaigns and support these campaigns with supplies and other resources.	$53,000.00	No
6.2	Hire additional counselor and social	Hire an additional counselor at DOHS/PRHS to support interventions on site (including but not limited to Saturday Academies, after school interventions, etc.).	$226,361.00	No

Action #	Title	Description	Total Funds	Contributing
	worker specializing in alternative education	Investigate hiring of additional staff like a Social Worker to help individuals and their families prevent and cope with problems in their everyday lives and to assist with crisis prevention. Utilize counselor and provide supplies necessary to support and increase school attendance and behavior concerns.		
6.3	Academic Support	Provide personalized tutoring and homework assistance. Implement small group instruction focusing on literacy and numeracy skills. Purchase reading and writing improvement program to assist with improved literacy skills and writing across the content areas. Training of staff. Offering of enrichment courses, courses of interest, especially in the STEM world to engage students and increase school interest, relevancy, and attendance.	$80,525.00	No
6.4	Community Partnerships	Increase CTE options (to include STEM in 25-26) and work with community businesses to establish relationships and collaboration within these sectors. Collaborate with local organizations and agencies to provide additional support services (e.g., mental health services, vocational training). Establish internship and job shadowing opportunities for students. Develop peer mentoring and support groups.	$37,475.00	No

Action #	Title	Description	Total Funds	Contributing

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
$14,617,564.00	$1,622,564.00

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
29.648%	0.000%	$0.00	29.648%

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:** Expanded and enhanced options in math and science **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that CUHSD has low state assessment scores in math and science (particularly in our EL, LTEL	To address the needs of Unduplicated Pupils, we will increase engagement in math and science to address achievement gaps, give more hands-on, relevant math and science experiences to disadvantaged students who often face significant barriers to academic success, and promote equity and improved academic outcomes for future success in these critical subject areas where high paying, high demand careers are available; this is	See metric 1.1. Math CAASPP, CAST scores

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
	subgroups, and students have a desire for more options and more engaging courses, particularly for unduplicated pupils. **Scope:** Schoolwide	beng implemented schoolwide as not all schools will be participating in this expansion.	
1.2	**Action:** Standards-aligned instruction and assessment **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that CUHSD has decreasing ELA and math scores districtwide, particularly ELs, LTELS, and SED students. There is a need for baseline data to determine and measure growth at grades 9 through 11, specifically for our English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. A need to identify the standards that unduplicated pupils are struggling with the most and the most frequently is a priority to address and modify curricular and instructional practices and priorities. Additionally, on the CHKS, too many students are reporting that instruction is boring and that they do not see school (or instruction) as relevant to them. **Scope:**	In order to address the unique needs and specific conditions of our English learners, foster youth, and socioeconomically disadvantaged students, we will refine our system to improve the quality of first-time instruction (Tier 1). This enhanced support system will provide additional curriculum and English learner support (as well as accessibility strategies) to all teachers. The district will continue to partner with Corwin to improve upon Teacher Clarity and will partner with WestEd for inclusion and accessibility support. Assessments (both Map Growth and PLC created common assessments) will provide teachers with data to drive instructional steps. Data will also assist district initiatives, professional development efforts, and curricular/instructional decisions. All schools need this data to make informed decisions in a timely manner to meet the needs of all students, but most strategically, our unduplicated pupil populations; therefore, this action is an LEA-wide action. Because the action was developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	See metric 1.2. Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math, Insufficiencies through Williams' Procedures, Local Indicator Self-Reporting - Priority 2

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
	LEA-wide		
1.3	**Action:** Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that CUHSD is experiencing low and/or declining CAASPP scores, particularly with ELs, LTELS, and SED students and has a high percentage of students finding school boring or worthless as evidences by answers on the California Healthy Kids Survey (CHKS). The 2023 and 2024 Academic Indicators for ELA and Math indicated disproportionately lower performance rates for low income students, English learners and students with disabilities than our ALL student group. Student and parent feedback included the need for more intentional instructional time as well as developed interventions, including more strategic Saturday Schools, after school opportunities, and in class, immediate interventions and instructional strategies. **Scope:** LEA-wide	To meet the unique needs of our unduplicated students districtwide, particularly English Learners and Long Term English Learners, and due to the fact that all district schools have a need to increase achievement of the standards and the resulting state exam scores, action 1.3 was developed to ensure that a Multi-Tiered System of Supports (and Intervention) is in place. Equity and Access: Unduplicated students often face greater educational barriers due to socioeconomic status, language proficiency, or housing instability. By implementing targeted interventions, CUHSD aims to level the playing field and provide all students with equitable access to quality education. Closing Achievement Gaps: These interventions are (and will be) designed to address achievement gaps that typically exist between unduplicated students and their peers. By providing targeted support early on with the support of the MTSS Coordinators and administrators, CUHSD can prevent these gaps from widening and help all students achieve academic success. Improving Overall Academic Performance: Effective interventions can lead to improved academic outcomes not only for unduplicated students but for all students within CUHSD. By providing struggling students the support they need, overall academic performance will improve across the board.	See metric 1.3. ELA CAASPP, Student Survey, CHKS Survey

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
		Long-term Benefits: Addressing the needs of struggling students early on can have long-term benefits, such as higher graduation rates, increased college readiness, and improved career opportunities. This can contribute to a more skilled and competitive workforce in the future. Data-Driven Decision Making: By implementing districtwide intervention strategies, districts can collect data on the effectiveness of these interventions. This data can then be used to make informed decisions about resource allocation, program improvement, and further support for struggling students. In essence, implementing interventions and strategies for unduplicated students is not only about meeting immediate academic needs but also about fostering a more inclusive and equitable educational environment that benefits all students in the long run. Because the action was developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
1.4	**Action:** Expand and maintain CTE offerings **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that	This action is designed to meet the specific needs of our unduplicated students as it addresses the gaps found in the College and Career Indicator between our unduplicated students and their peers. However, all schools' students need access to CTE courses and need to make progress with regard to CCI. To increase student	See metric 1.4. Percent of CTE Completers, College Career Indicator on Dashboard

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
	CUHSD has a need to increase achievement in College/Career Readiness, particularly with ELs, Homeless, and SWD where the CCI is lower when compared to their counterparts. Many of our families see college (particularly a 4 year university) as a challenge for both economic and cultural reasons. High paying, high demand careers are available to assist students in either making a living long-term or short-term while a student attends community college. Students (and their families) are interested in participating in courses that give them a "feel" for a career before making major investments and in learning the many options/opportunities available that they have not had access to before or have had an awareness of. Due to the high unemployment rate in Imperial County, our students need access to these courses and these opportunities to ensure that the cyclical nature of poverty is overcome. **Scope:** LEA-wide	engagement and decrease chronic absenteeism, additional courses and hands on opportunities beyond that of the traditional core classes are being offered to unduplicated pupils. Although this action is primarily directed toward the needs of unduplicated students, it is provided on an LEA wide basis to integrate and increase foundational knowledge in this area for all students and provide support for all students to increase the CCI outcomes. Because the action was developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
1.5	**Action:** Credit Recovery / Online Educational Options **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students in 23-24, the data showed that CUHSD was experiencing declining graduation rates, particularly with	Action 1.5 was designed to meet the unique needs of our unduplicated pupils, particularly those who have themselves credit deficient and with learning gaps in certain subject areas. The district will provide credit recovery options for these students who are behind in credits. Credit Recovery is important for unduplicated students because it supports their academic success, reduces dropout rates, provides personalized support, promotes	See metric 1.5. Graduation rates, completion records for Credit Recovery

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
	SWD, SED, and EL students. That number has increased at most schools, but it is still a concern at the alternative site and schools of choice. All schools' students need access to recooping credits for failed courses in order to stay on track for graduation. Additionally, there is a need to increase graduation and A-G rates so that students are prepared and ready for postsecondary options. **Scope:** LEA-wide	equity in education, and enhances college and career readiness. These programs play a critical role in ensuring that all students have the opportunity to achieve their full potential despite obstacles they may face. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both ELA and math as well as with credits earned, particularly as parents have shared their inability to assist and support their students with the level of work required. It is likely that other low-performing students may benefit from these actions, so they will be provided on an LEAwide basis.	
1.6	**Action:** Expanded/enhanced counseling services **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that students across the District are in need of increased academic, behavioral, and social-emotional supports as evidenced by the California Healthy Kids Survey answers as well as LCAP Student Survey data. A-G completion rates are still relatively low, and students (and their families) have shared that contact with counselors is not as frequent as they would like or could benefit from. **Scope:**	To address the performance of our low-income students, English Learners, and Foster Youth, we will increase access to counseling services in an array of areas (not just academic) to increase academic achievement. Overall, investing in expanded or enhanced counseling services is an investment in the holistic development and well-being of students, which can have long-term benefits for both individuals and the school community as a whole. Improved Student Well-being: Counseling services can significantly improve the mental health and emotional well-being of students. By providing access to trained counselors, CUHSD can support students in managing stress, anxiety, and other mental health issues, ultimately creating a more supportive and nurturing school environment.	See metric 1.6. A-G completion rate, LCAP Survey data regarding quality/quantity of academic counseling services

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	LEA-wide	Academic Success: Students who receive adequate counseling support often perform better academically. Counseling can help students address academic challenges, set goals, and develop effective study habits, leading to improved academic outcomes. Behavioral Support: Counseling services can address behavioral issues among students. Counselors can work with students to manage conflicts, develop social skills, and prevent disruptive behavior, contributing to a more positive school climate. Early Intervention: Early intervention through counseling can prevent more serious issues from developing later on. By identifying and addressing concerns early, counselors can help students overcome obstacles and develop resilience. Support for Diverse Needs: Students come from diverse backgrounds and may have various needs that counseling can address, such as trauma, grief, or adjustment difficulties. Investing in expanded counseling services ensures that these needs are met in a personalized and effective manner. Parent and Community Engagement: Counseling services often involve families and the community in supporting student development. This engagement can strengthen relationships between the school and families, fostering a collaborative approach to student success.	

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		Reduction in Dropout Rates and Increased Graduation and A-G Completion Rates: Counseling services can contribute to reducing dropout rates by addressing underlying issues that may lead students to disengage from school. By providing support and guidance, counselors can help students stay on track towards graduation and support them through graduation requirements and postsecondary option requirements. While unduplicated students will benefit most from the additional counseling support, other students will also likely benefit from additional support as well, so it is being implemented on an LEAwide basis.	
1.7	**Action:** Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility **Need:** CUHSD Educational Partner feedback sessions have requested additional elective options. After a review of local data, we have found that there is low enrollment of unduplicated students in VAPA classes. **Scope:** Schoolwide	To address the performance of our low-income students, English Learners, and Foster Youth, we will implement as a schoolwide action due to the fact that Desert Oasis and Phoenix Rising already have access to an array of VAPA courses through Edgenuity. However, both Desert Oasis and Phoenix Rising will investigate the logistics of increasing these options in a direct instruction format as well. Increasing options in Visual and Performing Arts or Fine Arts in a district can have several benefits for improving accessibility: Broadening Opportunities: By offering a wider range of arts programs, CUHSD can cater to students with diverse interests and talents. This inclusivity ensures that more students can find a niche where they can thrive and excel.	See metric 1.7. Percent of enrollment of unduplicated students and SWD, Number of courses and sections of VAPA in Master Schedules

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		Cultural Enrichment: Visual and Performing Arts expose students to different cultures, histories, and perspectives. By expanding these offerings, CUHSD can promote cultural understanding and appreciation among students from various backgrounds. Personalized Learning: Not all students learn best through traditional academic subjects. Arts education provides an alternative pathway for expression and learning, allowing students to develop creatively and build confidence in their abilities. Career Pathways: Increasing accessibility to arts education can open doors to various career pathways in fields such as music, theater, visual arts, and more. This exposure can help students identify and pursue their passions from an earlier age. Equity and Inclusion: Access to quality arts education should be equitable across all schools and districts. By expanding options, CUHSD can work towards closing gaps in access that may exist due to socioeconomic factors or geographical location. Holistic Development: Arts education supports holistic development by nurturing skills such as creativity, critical thinking, collaboration, and perseverance. These skills are valuable not only in the arts but also in other academic and professional pursuits.	

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		In summary, increasing options in Visual and Performing Arts/Fine Arts enhances accessibility by providing more opportunities for students to explore their interests, develop talents, and grow personally and academically. It promotes a more inclusive educational environment that values diverse forms of expression and supports the overall well-being of students, particularly unduplicated students as they will benefit the most from this action due to the fact that traditionally they do not have access to these services outside of the school day.	
1.8	**Action:** Enhanced technology (access and connectivity) for students **Need:** Technology is the way of business and the future; students respond to use of technology in classrooms. After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed our English Learners, low income students, and foster youth have disproportionately lower rates of achievement in English Language Arts and mathematics as compared to other student groups. In addition, low income parents identified that many low income students have limited access to technology and its appropriate, educational use. Our unduplicated pupils have expressed the need for reliable technology and connectivity. Therefore, there is a significant need for enhanced technology for students.	To address the performance of our low-income students, English Learners, and Foster Youth, we will ensure that all schools' students receive technological access. Action 1.8 was designed to address technology deficits that unduplicated population students cannot address on their own. To address these needs, the district will provide supplemental technology and support to students in order to provide them access to high speed internet and quality electronic devices. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both ELA and mathematics. As it is likely that other low-performing students may benefit from these actions (and to ensure equity amongst students), they will be provided on an LEA-wide basis.	See metric 1.8. Student technology ratio, LCAP Student Survey regarding effectiveness of technology and its usage in the classroom

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	Scope: LEA-wide		
1.9	**Action:** Master Scheduling Resources **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that unduplicated students sometimes have a hard time gaining enrollment into certain courses or pathways. Enrollment and completion rates for English Learners and Students with Disabilities across the District and for Hispanic and Socioeconomically Disadvantged Students at DOHS and MSVA are low and disproportionate to their counterparts. **Scope:** Schoolwide	Conflicts keep students from being able to take specific courses; utilization of Cardonex ensures that Master Schedules are set based on potential conflicts allowing for maximized placement of courses to serve our unduplicated students. This action is being implemented schoolwide as MSVA, Desert Oasis, and PRHS are small enough to identify these conflicts themselves (although access is available to Desert Oasis if they decide to utilize the tool). Due to the schedule complexities of low-income students, English Learners, and Foster Youth, the action was developed with the needs of these students first. We expect the scheduling conflicts for our unduplicated students will be addressed more efficiently and, therefore, address the scheduling needs of the unduplicated students, benefitting them the most with this action.	See metric 1.9. Broad Course of Study - College/Career Indicator, Percentage of Student Course Requests placed when Scheduler in run (prior to any manual entries/adjustments)
1.10	**Action:** Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that unduplicated students sometimes get lost and off track for graduation on comprehensive sites due to the number of students on campus and in classes. Health and medical	Action 1.10 is being implemented on a schoolwide basis as it is only impacting DOHS, PRHS, and MSVA. Smaller campuses and smaller classes ensure that more students are seen, heard, and supported. For this reason, Desert Oasis, Phoenix Rising, and Mt Signal Virtual Academy have been created and maintained to provide more comprehensive support to students who need it. These schools are specifically targeting unduplicated students (low-income students, English learners, and foster youth) with regard to several key educational and equity principles:	See metric 1.10. Number of students enrolled at PRHS and MSVA, Percentage of failing grades by semester at PRHS and MSVA, Attendance rates for PRHS and MSVA

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	needs (physical and/or mental) also hinder some students from reaching their academic potential. **Scope:** Schoolwide	Equity and Access: Unduplicated students often face barriers to accessing high-quality education due to economic disadvantage, language barriers, or unstable living conditions. DOHS, PRHS, and MSVA are designed for these students and aim to mitigate these barriers by providing specialized supports and resources that cater to their specific needs. Addressing Achievement Gaps: There are persistent achievement gaps between unduplicated students and their peers. DOHS, PRHS, and MSVA can employ targeted strategies and interventions to close these gaps by focusing on personalized learning, culturally responsive teaching practices, and socio-emotional support. Empowerment and Opportunity: Providing unduplicated students with choices in their education empowers them and their families to select environments that best support their academic and personal growth. This choice can lead to increased engagement, motivation, and ultimately, improved educational outcomes. Innovation and Flexibility: DOHS, PRHS, and MSVA often have more flexibility in their curriculum, instructional methods, and organizational structures. This flexibility allows them to innovate and experiment with approaches that better meet the needs of unduplicated students, such as extended learning time, wraparound services, or community partnerships.	

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		In essence, DOHS, PRHS, and MSVA are grounded in principles of equity, access, empowerment, and innovation. They aim to break down barriers, provide tailored supports, and create environments where all students, regardless of background or circumstances, can thrive academically and personally.	
1.11	**Action:** Improved Library resources and access **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that CUHSD has low literacy rates; many students reading below grade level. Access to a library and literary materials is not always available to unduplicated students due to finances and ability to be transported to a place for these services. CUHSD students also have a need for a safe and weather friendly places for students to complete work, get assistance with work, congregate with study partners, etc. as many parents are not home after school and/or are not academically able to assist students with work assigned. **Scope:** Schoolwide	To address the performance of our low-income students, English Learners, and Foster Youth, we will continue access to library resources. This action is being implemented on a schoolwide basis as libraries are not located on all campuses. Libraries play a crucial role in supporting unduplicated students, or those who face barriers to traditional educational access or success. Libraries are important for supporting these students: Access to Resources: CUHSD libraries provide access to a wide range of resources that may not be easily available elsewhere. This includes books, journals, digital resources, and multimedia materials. Unduplicated students may not have the financial means to access these resources on their own. Technology Access: CUHSD libraries offer computers, internet access, and software that unduplicated students might not have at home. This is crucial for completing assignments, conducting research, and developing digital literacy skills necessary for academic success and future careers.	See metric 1.11. Library traffic - number of students accessing library materials/resources and number of students signing in to the library for extended hours

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		Support for Academic Success: CUHSD libraries have trained staff who can assist students with research, writing, and technology use. Staff one-on-one tutoring sessions that can help unduplicated students improve their academic skills and confidence. Safe and Supportive Environment: CUHSD libraries provide a quiet and safe environment for studying and learning. For unduplicated students who may not have ideal study conditions at home, the library can be a refuge where they can focus on their studies without distractions. In summary, libraries serve as vital support systems for unduplicated students by providing access to resources, technology, academic support, and a safe environment. They play a crucial role in leveling the playing field and promoting equity in the education of our students.	
1.12	**Action:** College Articulated and Dual Enrollment courses **Need:** Educational partner feedback has emphasized a need for ongoing preparation and acceleration/enrichment for college-going students, particularly those who are considered unduplicated students. Additionally, educational partners have expressed a desire for CTE options, that the District does not have the means to offer, through the community college. Unduplicated population students are also not meeting the	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide access to enrichment courses. This action is being implemented districtwide. Dual enrollment courses are particularly beneficial for unduplicated population students for several reasons: Access to College-Level Courses: Unduplicated population students, such as those from low-income backgrounds or underrepresented minorities, often face barriers to accessing higher education. Dual enrollment programs allow these students to take college-level courses while still in	See metric 1.12. Percentage of students completing 2 or more Dual Enrollment classes (as measured through CCI) in their tenure, Percentage of students deemed Not Prepared for CCI

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	prepared status on the College/Career Indicator at the same rate as the All Student group, so opening up options for these students is advantageous for their ability to meet CCI. **Scope:** LEA-wide	high school, providing them with exposure to rigorous academic content and college expectations. Reduced Cost: Dual enrollment programs offer courses at no cost to students, making higher education more financially accessible. This can significantly lower the financial burden of pursuing a college degree for unduplicated population students and their families. Acceleration of Academic Progress: By earning college credits while in high school, unduplicated population students can accelerate their academic progress. This can shorten the time needed to complete a college degree, thereby reducing overall educational costs and potentially allowing students to enter the workforce earlier. Increased Confidence and Preparedness: Dual enrollment programs help students build confidence in their academic abilities and familiarize themselves with the college environment. This early exposure can alleviate anxiety about transitioning to college and better prepare unduplicated population students for success in higher education. Closing the Achievement Gap: Unduplicated population students often face disparities in educational attainment compared to their peers. Dual enrollment programs can help close this achievement gap by providing additional support and resources, fostering a stronger academic foundation, and increasing the likelihood of college enrollment and completion.	

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		Overall, dual enrollment courses play a crucial role in leveling the playing field for unduplicated population students by providing them with the tools, resources, and opportunities needed to succeed in higher education and beyond.	
1.13	**Action:** Rigorous curricular offerings and services **Need:** Feedback sessions with educational partners have requested challenging courses to prepare students for postsecondary options. Research has shown that support is beneficial for SED and first generation college-going students. After COVID, fewer students have been challenging themselves to take these rigorous courses and/or to take these exams. **Scope:** Schoolwide	To address the performance of our low-income students, English Learners, and Foster Youth, we will offer various rigorous course offerings and services. Action 1.13 is being implemented schoolwide as not all schools are offering AP/IB classes. Making advanced courses available to unduplicated students is important for several reasons: Equity and Access: Unduplicated students, such as those from low-income backgrounds, first-generation college students, and underrepresented minorities, often face barriers to accessing high-level educational opportunities. Providing advanced courses ensures equitable access to challenging and enriching academic experiences that are typically more available to their peers. Closing Achievement Gaps: Access to advanced courses can help close achievement gaps. Unduplicated students may have the ability and potential to excel academically but lack opportunities to demonstrate or develop their skills. Advanced courses provide a pathway for them to challenge themselves, potentially	See metric 1.13. Percentage of AP/IB students' Advanced Placement Test results with a 3 or higher and/or IB test results with a 4 or higher, Percentage of students meeting CCI through AP/IB Exams

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		improving their academic outcomes and narrowing the gap with their peers. Preparation for Higher Education: Advanced courses often better prepare students for the rigor of higher education. By offering these courses to unduplicated students, educational institutions can better equip them with the skills, knowledge, and confidence needed to succeed in college or other post-secondary education options. Enhanced Career Opportunities: Many advanced courses provide skills and knowledge that are directly applicable to future careers or further academic pursuits. By ensuring unduplicated students have access to these courses, CUHSD can enhance students' future career prospects and economic opportunities. Promoting Diversity in Higher Education: By encouraging unduplicated students to participate in advanced courses, CUHSD contributes to diversity within higher education settings. This diversity enriches the academic environment and prepares all students for diverse workplaces and communities. In summary, making advanced courses available to unduplicated students is crucial for promoting equity, closing achievement gaps, preparing students for higher education and careers, and promoting diversity. It ensures that all students have the opportunity to reach their full academic potential and contribute meaningfully to society.	

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1.14	**Action:** College and Career Readiness **Need:** Imperial County has a high unemployment rate and many of our families live below the poverty level. The low economic status of families (77.4% of families are considered SED) prevents most of our students from the exposure to both career options and college options needed to make informed choices for their futures and break the cyclic nature of poverty. After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that our unduplicated students are meeting CTE completion and A-G completion at a lower rate than CUHSD's All Student group as well as other groups. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide opportunities for and exposure to college and career readiness options. Action 1.14 is being implemented districtwide. While unduplicated population students have a higher need for these services and activities and due to the fact that CUHSD has such a high percentage of students considered UPP, we believe that all schools' students deserve an opportunity at college/career readiness through multiple means. Unduplicated population students (low-income families, English learners, foster youth, and homeless youth) face unique challenges that can hinder their access to higher education and career opportunities. Providing these students with access to college and career readiness activities is crucial for several reasons: Equity in Education: It promotes equity by ensuring that all students, regardless of their backgrounds or socioeconomic status, have the resources and support needed to pursue higher education and career paths that match their interests and abilities. Breaking the Cycle of Poverty: Access to college and career readiness activities can empower unduplicated population students to break the cycle of poverty. Higher education opens doors to better-paying jobs and greater economic stability, not just for the students themselves but potentially for their families as well.	See metric 1.14. CTE Completers - Percent of completers, A-G Completion Rate - Percent of students completing A-G requirements, Percent of students completing A-G Requirements plus a CTE Pathway, Enrollment of unduplicated populations in VAPA courses

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		Preparation and Guidance: These activities provide essential preparation and guidance for navigating the complexities of college admissions, financial aid, and career planning. Many unduplicated population students may lack family members who can provide such guidance due to their own educational or economic limitations. Increasing Opportunities: By participating in these activities, students can explore various career options, understand the academic requirements for different fields, and develop the necessary skills and knowledge to succeed in college and beyond. Building Confidence and Aspirations: College and career readiness activities can also help build students' confidence in their abilities and expand their aspirations. Exposure to different educational and career paths can inspire them to aim higher than they might have initially considered possible. Reducing Disparities: Addressing the disparities in access to college and career readiness activities helps level the playing field and ensures that all students have an equal opportunity to achieve their full potential. In summary, providing unduplicated population students with access to college and career readiness activities is not just about fulfilling educational mandates but is crucial for fostering equity, breaking down barriers to success, and empowering these students to pursue their dreams and contribute meaningfully to society.	

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1.15	**Action:** Instructional program improvement support **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students (feedback from educational partners and low Dashboard achievements), the data showed a need for continued support for instructional improvements to best meet the needs of unduplicated pupils and SWD. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide support in improved instructional efforts; all schools have low measures on Dashboard and all student feedback sessions included the need for improved instruction. For this reason, action 1.15 is being implemented LEA-wide. CUHSD believes instructional support or coaching is particularly beneficial for unduplicated students for several reasons: Individualized Attention: Unduplicated students, who often come from historically marginalized or underrepresented backgrounds (such as students of color, first-generation college students, low-income students, etc.), benefit from personalized attention and guidance. Coaches or instructional support personnel can provide this individualized assistance to teachers who, in turn, better meet the needs of students which can help bridge gaps in understanding or skills. Building Confidence: Being part of an underrepresented group can sometimes lead to feelings of imposter syndrome or doubt about one's abilities. A supportive coach can help build teachers' confidence and instructional skill level by providing encouragement, constructive feedback, and strategies for success. Cultural Relevance: Coaches who understand the cultural backgrounds and challenges faced by unduplicated students can tailor their support to staff to be more culturally relevant and responsive.	See metric 1.15. LCAP Teacher Survey questions regarding professional development and coaching services

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		This can create a more inclusive and supportive environment where students feel understood and valued. Through improved support of our teachers, CUHSD can better meet the needs of students, particularly ELs, SWD, FY, and SED students.	
2.1	**Action:** Access to technology and internet on campus **Need:** Technology is always changing. CUHSD has identified a need to improve engagement in the classroom and access to curriculum/instruction outside of the classroom. Technology is a non-negotiable in today's society, and educational partners have requested that instruction be more engaging through the use of technology. After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that access to technology is needed to support our ELs, SED, and Foster Youth students for improved engagement and improved instructional quality. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide all schools' teachers (and students) access to technology and its infrastructure for access to curriculum and needed information for increased achievement. While technology will have the greatest impact on our unduplicated students, we believe that all students' teachers should have access to high quality, up-to-date technological devices and training for maximum student engagement and quality instruction. Access to technology and the internet is crucial for our unduplicated students on school campus for several reasons: Equal Opportunity for Learning: Technology and internet access ensure that all students, regardless of their socio-economic background, have equal access to educational resources. At-risk students often come from disadvantaged backgrounds where they may not have access to these resources at home. Providing access at school helps level the playing field and ensures they can compete academically. Enhanced Learning Opportunities: The internet provides a vast repository of information,	See metric 2.1. Teacher and Student Survey - Percent of students and staff that feel technology is used as an effective teaching tool.

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		educational tools, and multimedia resources that can enrich learning experiences. It allows students to explore subjects beyond the limitations of traditional textbooks, engage in interactive learning activities, and access up-to-date information that may not be available in print. Preparation for the Future: In today's digital age, proficiency with technology and the internet is a necessary skill for future academic and career success. By providing access on campus, at-risk students will develop these essential digital literacy skills that are increasingly important in higher education and the workforce. Personalized Learning: Technology enables personalized learning experiences tailored to individual student needs and learning styles. Educational software and apps will provide adaptive learning experiences, allowing at-risk students to progress at their own pace and receive targeted support where needed. Improved Engagement and Motivation: Integrating technology into education can increase student engagement and motivation. At-risk students, who may struggle with traditional teaching methods, will benefit from interactive and multimedia-rich content that makes learning more engaging and relevant to their lives. Support for Special Needs: Technology can also provide valuable support for students with special needs or learning disabilities. Accessible technology and educational apps will assist these students in accessing curriculum materials,	

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		communicating effectively, and participating more fully in educational activities. Home-School Connectivity: Providing access to technology and the internet at school will facilitate communication between teachers and parents/guardians of at-risk students. This connectivity allows for more effective collaboration on student progress, behavioral issues, and academic support strategies. Digital Citizenship and Safety: By accessing technology in a supervised school environment, at-risk students will learn about responsible internet use, online safety, and digital citizenship. Teachers and staff can provide guidance on navigating online information, critical thinking about digital content, and staying safe while using the internet. Providing access to technology and the internet on a secondary school campus is essential for supporting at-risk students in their academic, personal, and future career development. It ensures they have the tools and resources necessary to succeed in a digital world, overcome educational barriers, and achieve their full potential.	
2.2	**Action:** Professional Development and Instructional Support **Need:** Qualitative feedback from educational partners expressed a continued need for improved	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide Action 2.2 on an LEA-wide basis as PD opportunities and data support staff will facilitate improved instructional decisions and, therefore, quality of instruction and improved results on Dashboard and other measures for all	See metric 2.2. Staff Development Survey (Impact Score on 1-10 scale) - Percent of staff who feel that "The school effectively supports professional development

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	access to data, use of data to drive instruction, understanding of current research and best practices especially to support unduplicated students and SWD. CUHSD's Dashboard achievement levels are low in many areas including Academic Performance (low ELA and math achievement on CAASPP, average English Learner Progress, and average College/Career Readiness) and Academic Achievement (decreasing graduation rates). **Scope:** LEA-wide	students, but particularly unduplicated students. We expect this action to lead to a significant improvement in academic outcomes such as CAASPP scores, grades, a-g completion and graduation rates. Additionally, we believe that this action will impact teachers' feeling of support in facilitating achievement of the academic standards. Teacher professional development is crucial for the achievement of unduplicated students (students who are traditionally underrepresented or marginalized) for several reasons: Equity and Inclusion: Professional development helps teachers understand and address the diverse needs of unduplicated students. It provides strategies to create inclusive classrooms where all students feel valued and supported. Cultural Competence: Many unduplicated students come from diverse cultural backgrounds. Professional development will enhance teachers' cultural competence, helping them to respect and understand cultural differences, thereby improving their ability to engage and connect with these students. Effective Teaching Strategies: Teachers learn evidence-based instructional strategies through professional development that are specifically effective for diverse learners. This includes differentiated instruction, scaffolding techniques, and strategies for language acquisition and literacy development.	to facilitate each students achieving of the academic standards."

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		Supporting Socioemotional Needs: Unduplicated students often face socioemotional challenges due to their backgrounds. Professional development will equip teachers with skills to provide social-emotional support, fostering a positive learning environment where students feel safe and valued. Closing Achievement Gaps: By improving teachers' ability to meet the needs of unduplicated students, professional development plays a critical role in closing achievement gaps. It will empower teachers to address disparities in academic outcomes and ensure equitable opportunities for all students. In essence, teacher professional development is essential for enhancing educators' capacity to meet the unique needs of unduplicated students effectively. It promotes equity, inclusivity, and academic success, ultimately contributing to a more equitable educational system overall. Because the actions were developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
2.3	**Action:** Curriculum Development/Collaboration and Cross Department Collaboration **Need:** Through feedback sessions with educational partners, CUHSD has identified a need to	Accountability measures are low across all schools; curriculum development for the District (not individual schools) to ensure equity of instruction and offerings. This action addresses the learning needs of specific student groups and enables teachers to	See metric 2.3. Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11, Priority 2: Implementation

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	collaborate and share best instructional practices, a need for understanding how to support students where they are, and a need for basic improvement to best facilitate learning, particularly for our unduplicated population students. **Scope:** LEA-wide	be provided with the resources needed to address student learning needs. CUHSD will provide teachers with resources to assist them in researched based teaching strategies and support in implementing school wide campaigns specifically designed to help struggling students, students with unique needs, and English learners. The district will provide planning time and resources for the teachers focused on the needs of our unduplicated pupils. Moreover, teachers will be provided curriculum planning time outside of the work day to create cohesive units and benchmarks that promote equity and access for low income, foster youth, homeless and English learner students. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income students. As it is likely that other low-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	of State Standards - Increase of progress scores in providing professional learning for teaching to the most recently adopted academic standards and/or curriculum frameworks
3.4	**Action:** Targeted Support Services for English Learners **Need:** CUHSD has a need to analyze data and determine root causes of English Learner decreased achievement and to improve offerings and achievement levels for/of EL students. English Learner data has remained stagnant in some areas (EL Progress) and is decreasing in others (Academic Performance in ELA, Academic Engagement in Graduation Rate).	While these support services will be targeted to English Learners, CUHSD believes that the services and strategies utilized may be of assistance to other students as well. All schools' students and staff need access to professionals to ensure proper counseling, placement, etc. Therefore, this action is being implemented districtwide. Implementing English Learner services districtwide can offer several benefits: Consistency in Support: All English learners receive uniform support regardless of their school	See metric 3.4. Number of Dually Identified students at levels 3 and 4 on ELPAC, Overall Performance on ELPAC (% of students scoring a 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	or grade level. This consistency ensures that each student has access to the same resources and strategies, promoting equitable learning opportunities. Improved Coordination: Districtwide implementation allows for better coordination among schools, teachers, and administrators. This can lead to more effective sharing of best practices, professional development, and alignment of curriculum to meet the needs of English learners. Enhanced Professional Development: Teachers and staff can receive specialized training and professional development focused on strategies for supporting English learners. This will include language acquisition techniques and effective instructional methods. Resource Allocation: By centralizing resources and funding, districts can ensure that adequate support materials, technology, and personnel are available across all schools. This helps in addressing the diverse needs of English learners effectively. Data Collection and Monitoring: Districtwide implementation facilitates consistent data collection and monitoring of English learners' progress. This allows educators to track outcomes, identify areas needing improvement, and make data-driven decisions to enhance instructional practices.	

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
		Community and Parental Engagement: A districtwide approach encourages collaboration with families and communities. Schools can develop outreach programs, provide translated materials, and involve parents in their children's education, fostering a supportive learning environment. Holistic Student Support: English learner services can encompass not just language acquisition but also social-emotional support, academic counseling, and other services that contribute to the overall well-being and success of students. In summary, districtwide implementation of English learner services promotes equity, consistency, and effective educational practices that will benefit the entire school community but will have the largest impact on our EL students.	
4.1	**Action:** Improved Educational Partner Communication and Engagement **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students including feedback from parents , the data suggests that CUHSD needs to continue to invest in communication and engagement of parents. CUHSD also has low parent/guardian attendance rates at school activities, presentations, meetings, functions, etc. While there is a high percentage of parents that report that CUHSD encourages parent participation, provides a	To address the performance of our low-income students, English Learners, and Foster Youth, we will work to increase teamwork between the home and school in order to have major impacts on student engagement and achievement; strengthening these partnerships at all schools is vital to increased results. While this action is meant to engage the most vulnerable of our students' families (unduplicated populations), CUHSD believes that all families can benefit from this kind of interaction and support. Parent communication and engagement play crucial roles in the success of unduplicated students in several important ways:	See metric 4.1. Percent of parents who access district website, use AERIES Parent Portal, and have access to translation, LEA Wide Parent Survey - Parents as Educational Partners and Decision Makers - Percentages of parent satisfaction with regard to encouragement of sharing concerns with staff, return communications, welcoming environment, and part of decision

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
	welcoming environment for parents, provides opportunities for parents to be a part of decision making opportunities, etc., we also receive feedback that communication is not as accessible as parents would like for it to be. 70.5% of parents often or sometimes use the district website to access information. 81.2% of parents often or sometimes use the Aeries Portal to access student information. 78.5% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 82.6% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours. 88.6% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 85.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. **Scope:** LEA-wide	Supportive Environment: When parents are engaged and informed about their child's education, they are more apt to create a supportive environment at home. This support can include providing encouragement, helping with homework, and reinforcing the value of education. Awareness and Advocacy: Engaged parents are often more aware of their child's academic progress, strengths, and challenges. This awareness enables them to advocate for their child within the educational system, ensuring their needs are met and they receive appropriate support. Motivation and Goal Setting: Parents who communicate regularly with teachers and school staff can help set academic and career goals for their children. This involvement encourages students to strive for success and gives them a clear direction for their education. Improved Academic Performance: Studies have shown that students whose parents are actively involved in their education tend to have better academic outcomes. This can be attributed to increased motivation, better study habits, and higher expectations set by both parents and teachers. Community and Peer Support: Engaged parents can also help build a network of support among other parents and within the community. This network can provide additional resources and encouragement for unduplicated students, creating a more holistic support system.	making, Local Performance Indicator Self-Reflection - Priority 3

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
		Long-term Educational Success: When parents are involved in their child's education from an early age, it sets a positive precedent for continued involvement throughout their academic journey. This long-term engagement is crucial for sustained success and eventual transition into higher education or the workforce. Due to the slightly lower academic performance of our low-income students and English Learners and increased needs of our Foster Youth, and because the actions were developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and therefore the unduplicated students will benefit the most from this action.	
4.4	**Action:** Promotion of positive, safe, inclusive student culture **Need:** Through analysis of the California Healthy Kids Survey, CUHSD has found that too many students have negative thoughts, fears, and other concerns that need counseling and/or addressing in order for students to be academically successful. We need to meet their basic needs of which safety and a feeling of belonging are a priority. Additionally, the suspension rate for FY and SWD are high and need addressing.	In order to respond to the identified needs of our socioeconomically disadvantaged students, English Learners, and Foster Youth, CUHSD will work to continue and refine our behavioral, social-emotional, and mental health support systems on an LEA-wide basis. To cultivate a safe and supportive learning environment that is conducive to the wellbeing of educational partners (particularly students), CUHSD will maintain and sustain student access to mental and social emotional health services and activities as well as interventions necessary at all schools to improve wellbeing and, thus, achievement results at the districtwide level. Promoting a positive, safe, and inclusive student culture in a district for unduplicated students	See metric 4.4. CHKS Social and Emotional Health Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	(students who qualify for free or reduced-price meals, English learners, and foster youth) is crucial for several compelling reasons: Equity and Access: Unduplicated students often face additional barriers to educational success due to socioeconomic status, language proficiency, or foster care experiences. A positive and inclusive school culture ensures that all students, regardless of background, have equal access to educational opportunities and support. Sense of Belonging: Creating a safe and welcoming environment fosters a sense of belonging among unduplicated students. When students feel valued and included, they are more likely to engage actively in learning, participate in school activities, and build positive relationships with peers and educators. Academic Achievement: A positive school culture positively impacts academic achievement. When students feel safe and supported, they are better able to focus on their studies, resulting in improved academic outcomes and increased graduation rates among unduplicated students. Social and Emotional Development: Schools play a crucial role in the social and emotional development of students. By promoting a positive culture, schools can help unduplicated students develop resilience, self-confidence, and interpersonal skills that are essential for their future success.	

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
		Reduction of Disparities: Inclusive practices and a positive school culture can help reduce disparities in educational outcomes among unduplicated students compared to their peers. By addressing the specific needs and challenges these students face, schools can work towards closing achievement gaps and promoting educational equity. Preparation for Citizenship: Schools not only educate students academically but also prepare them to become responsible citizens. A positive and inclusive school culture teaches students the values of respect, empathy, and cooperation, which are essential for participating in a diverse society. Community Engagement: A positive school culture extends beyond the classroom to involve families, communities, and stakeholders in supporting unduplicated students. When schools prioritize inclusivity and safety, they foster partnerships that strengthen the overall educational experience and support networks for these students. These efforts are foundational to creating an environment where all students can thrive and reach their full potential, particularly ELs, SED, and FY students.	
4.5	**Action:** Promote Improved Attendance and Engagement on Campus **Need:**	While the unique needs of unduplicated students have prompted the focus in this action, CUHSD believes that all students will benefit from its implementation. Attendance impacts instruction; if a teacher and/or student is not in class, effective	See metric 4.5. Chronic Absentee Rates, Teacher attendance rates

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
	After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that CUHSD has scored low on the School Climate Dashboard indicator and Dashboard Chronic Absentee rates are high. Additionally, feedback from student and parent sessions highlight that teachers are out of class too often (and teachers report that some students are absent often) which disrupts learning. **Scope:** LEA-wide	instruction is likely to not occur. This is true at all schools, every day. Attendance at school is crucial for unduplicated students for several reasons: Academic Achievement: Regular attendance is strongly correlated with academic success. When unduplicated students attend school regularly, they have more opportunities to engage with their peers and teachers, participate in classroom activities, and receive the necessary instruction to master academic content. This will lead to improved grades, test scores, and overall educational attainment. Social and Emotional Development: School attendance also plays a critical role in the social and emotional development of unduplicated students. By being present at school, they have the chance to build relationships with peers and adults, participate in extracurricular activities, and develop important social skills that are essential for their future success. Long-Term Outcomes: Consistent attendance is linked to better long-term outcomes beyond school, such as higher rates of college enrollment, improved job prospects, and overall better health outcomes. Unduplicated students, who may face additional challenges due to socioeconomic factors, benefit greatly from the stability and structure that regular school attendance provides.	
4.6	**Action:** Transportation Services	To address the needs of our low-income students, English Learners, and Foster Youth, we will	See metric 4.6.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that reliable transportation is a luxury that many in our area do not have. Attendance of unduplicated students is impacted by a student's ability to get to school. **Scope:** LEA-wide	provide District-provided transportation which plays a crucial role in the academic success of unduplicated students for several reasons: Access to Education: Many unduplicated students come from low-income families or areas with limited resources. District-provided transportation ensures these students can attend school regularly and reliably, regardless of their family's transportation limitations. This consistent access to education is fundamental for academic achievement. Reduced Absenteeism: Reliable transportation reduces absenteeism rates among unduplicated students. Without transportation barriers, these students are more likely to attend classes regularly, participate in extracurricular activities, and access support services offered by the school. Equal Opportunities: Access to district-provided transportation ensures that unduplicated students have equal opportunities compared to their peers. It levels the playing field by providing them with the same access to educational resources, regardless of their socio-economic background or geographic location. Safety and Security: Public transportation can sometimes be unsafe or unreliable, especially in certain neighborhoods. District-provided transportation offers a safer and more secure means of travel to and from school, which is essential for both the physical and emotional well-being of unduplicated students.	Number of routes, Student/parent feedback regarding transportation

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
		Parental Involvement: For families with limited transportation options, providing school bus services means parents can focus on work or other responsibilities without worrying about transporting their children to and from school. This can increase parental involvement in their child's education and overall support system. While unduplicated population students will benefit most for the increased and improved transportation services, all students can benefit for its provision, and is, therefore, being implemented at the LEA-wide level.	
4.7	**Action:** Extra-curricular Opportunities to Strengthen School Connectedness **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that engagement needs improving on our campuses; culture also needs improvement. Extra-curricular activities are a prime source of connecting students to school and keeping students academically successful in order to participate. Additionally, many of our families can not afford the costs of putiing their students in organized sports or other activities. Many families work long hours and are unable to provide the resources (time, transportation, etc.) to get students to these kinds of activities. **Scope:**	To address the needs of our low-income students, English Learners, and Foster Youth, we will continue to provide and, perhaps, enhance extra-curricular opportunities to students and ensure access to activities that will connect students to their schools in order to improve feelings of belonging and impact achievement. Some schools are not large enough to field teams (nor do they have the facilities to do so), so this action is being implemented at the schoolwide level. No dollars have been allotted to this action as of yet, but as we increase the number of sports and teams in sports, there may be a need to supplement the costs of these increased opportunities. Extracurricular activities are crucial for all students, including unduplicated students (those who may be underrepresented or disadvantaged), for several important reasons: Skill Development: Participation in activities such as sports, clubs, or arts programs helps students	See metric 4.7. Number of Sports available for students, Pecentage of students below a 2.0 GPA

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	develop a wide range of skills beyond academics. These include leadership, teamwork, time management, and communication skills, which are valuable for personal growth and future success. Building Confidence: Being involved in extracurriculars allows students to discover and cultivate their talents and interests. Success in these activities can boost self-esteem and confidence, especially for unduplicated students who may face additional challenges. Social Connection: Extracurriculars provide opportunities to meet new people and build friendships outside of the academic setting. This social interaction is crucial for emotional well-being and can help combat feelings of isolation or marginalization. Diversifying Experiences: For unduplicated students, who may have unique backgrounds or perspectives, extracurricular activities offer a chance to explore new interests and experiences. This exposure can broaden their horizons and help them discover new passions or career paths. College and Career Readiness: Many colleges and universities consider extracurricular involvement when evaluating applications. Demonstrating a well-rounded profile that includes both academic achievement and extracurricular participation can strengthen a student's college prospects. Additionally, the skills learned through extracurricular activities are often directly applicable to future career success.	

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
		Sense of Belonging: Engaging in extracurriculars can foster a sense of belonging and school pride, which is particularly important for unduplicated students who may feel marginalized or overlooked. Feeling connected to the school community can improve overall academic performance and motivation. These activities contribute significantly to a well-rounded education and overall personal development. Due to the decreased opportunities of low-income students, English Learners, and Foster Youth for these kinds of opportunities due to low household funding, and because the action was developed with the needs of these students first, we expect the sense of belonging and, therefore, academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
4.8	**Action:** Increase Parent Engagement through Parent Incentives and Training Opportunities **Need:** After a comprehensive review of academic data and educational partner input including feedback from parents for our unduplicated students, the data suggests that CUHSD needs to continue to invest in communication and engagement of parents. Additionally, currently, CUHSD has low attendance rates for parent functions.	To address the performance of our low-income students, English Learners, and Foster Youth, Action 4.8 is being implemented districtwide as teamwork between the home and school can have major impacts on student engagement and achievement. Strengthening these partnerships at all schools is vital to increased achievement results and improved student outcomes, and improved education and engagement of parents leads to improved support and achievement of students both at home and at school. Providing parent trainings at school for unduplicated student families is important because it promotes equity, empowers parents, fosters cultural understanding,	See metric 4.8. Locally Created Parent Survey - Parents are welcome and have access to student information in a language they understand.

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	Scope: LEA-wide	builds community trust, and ultimately supports academic success for all students. These efforts are part of creating an inclusive and supportive educational environment where every child can thrive. Due to the low achievement levels of our unduplicated students, increasing opportunities with their parents will have the highest impact on the increasing of achievement of these students.	
4.9	**Action:** Supplemental Health Services for Low Income Pupils **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that health services is a luxury that some families can't afford or don't have time for in our community where many families live below the poverty line. More than 75% of our families are considered Socioeconomically Disadvantaged, and feedback from educational partners has requested that these services be continued and enhanced to ensure that students' needs are being met and students are able to get the health support they need to be in attendance at school. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we will continue offering supplemental health services. High LI percentages of all schools in our District necessitate ensuring that students have access to health services in order to meet basic needs and be able to focus on academics; therefore, this action is being implemented at the LEA-wide level. Unduplicated students can benefit significantly from schools providing Supplemental Health Services by: Improved Access to Healthcare: Many unduplicated students may lack regular access to healthcare due to financial constraints or lack of insurance. These services provided by schools offer access to basic medical services which improves their overall health and well-being by addressing health issues early and preventing more serious health problems. Enhanced Academic Performance: Good health is directly linked to academic success. By receiving necessary health services at school, unduplicated students can experience fewer absences due to illness, leading to better attendance and improved academic performance. When health issues are	See metric 4.9. Locally created Student Survey regarding both use of services and quality of services rendered

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
		addressed promptly, students can focus more on their studies. These services play a crucial role in leveling the playing field and ensuring that all students have the opportunity to thrive in the educational setting. Due to the higher needs of our low-income students, English Learners, and Foster Youth as a result of limited income to address these needs, and because the actions were developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and therefore the unduplicated students will benefit the most from this action.	
4.10	**Action:** Beautify Campuses and Ensure Student Friendly Spaces for Congregating **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students including feedback sessions and CHKS, the data highlighted that cleanliness of facilities (including restrooms) is a need for improvement. Basic needs are not being met in some circumstances. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we will work to improve and beautify campuses and ensure there are spaces available for students to congregate. This action is being implemented districtwide. Cleanliness and updating of facilities will improve use of facilities (and pride) resulting in meeting basic needs to support improved achievement. Due to the increased need of low-income students, English Learners, and Foster Youth for places to be before school and after school, and because the actions were developed with the needs of these students first, we expect the physical needs and academic performance for our unduplicated students will increase more than of all students and, therefore, the unduplicated students will benefit the most from this action.	See metric 4.10. CHKS Survey regarding school "is usually clean and tidy" (Facilities and Physical Environment)
5.1	**Action:** Qualified Teachers	To address the performance of our low-income students, English Learners, and Foster Youth, we	See metric 5.1.]

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: After a comprehensive review of data, the data showed that CUHSD's highly qualified teacher rate, as defined by the state, is slightly lower than both both the County and State numbers. **Scope:** LEA-wide	strive to hire the most qualified, most effective teachers. Action 5.1 is being implemented districtwide. Numbers are similar at all sites and support of teachers in receiving clear credentials positively impacts quality of instruction across the District. To address the specific needs and unique circumstances of ELs, SED students, and Foster Youth, this action aims to provide additional support for hiring and retaining fully credentialed teachers and staff. Highly qualified teachers are beneficial for unduplicated students for several key reasons: Expertise and Knowledge: Highly qualified teachers typically possess advanced knowledge and expertise in their subject areas. This allows them to effectively teach complex concepts and provide in-depth explanations, which can be crucial for students who may face additional learning challenges or barriers. Differentiated Instruction: These teachers are often skilled in differentiated instruction, which means they can tailor their teaching methods to accommodate diverse learning styles, abilities, and backgrounds. This flexibility helps unduplicated students receive personalized support that meets their specific educational needs. Role Models and Mentors: Highly qualified teachers can serve as strong role models and mentors for unduplicated students. Seeing someone who is knowledgeable, passionate, and successful in their field can inspire these students	Number of Teacher Misassignments and Vacancies (Local Indicator Report), Number of teachers who are fully credentialed in the subject areas for the pupils they are teaching

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 set high academic and career goals for themselves. Advocacy and Support: Teachers who are well-qualified are more likely to advocate for their students and provide necessary support systems. They can identify when additional resources or interventions are needed and work collaboratively with other educators and support staff to ensure students receive the assistance they require. Closing the Achievement Gap: Unduplicated students often face disparities in educational attainment compared to their peers. Highly qualified teachers can help bridge this achievement gap by providing rigorous instruction, targeted interventions, and continuous encouragement. Due to the lower academic performance of our low-income students and English Learners and increased needs of our Foster Youth, and because the action was developed with the needs of these students first, we expect that teachers will impact the academic performance of our unduplicated students at a higher rate and will increase their academic achievement more than the academic performance of all students. Therefore, the unduplicated students will benefit the most from this action.	
5.2	**Action:** Behavior Intervention **Need:**	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide assistance and support with behavior intervention. This action will be implemented at the schoolwide level. All schools have similar	See metric 5.2. Number of referrals involving drugs and/or paraphernalia

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	After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that CUHSD has a high suspension rate of Foster Youth as well as a high number of referrals across the district for drug and alcohol behaviors. Student and parent feedback focused on drug activity occurring in the restrooms at schools and a need to provide intervention for students as well safe facilities. **Scope:** Schoolwide	drug/alcohol issues except for MSVA, because their students are not on campus daily. These at risk behaviors have negative impacts on academic achievement as well as behavior and social-emotional health. Behavior intervention for unduplicated students is important for several important reasons: Equity and Access: Unduplicated students often face systemic barriers that impact their ability to succeed academically and socially. Behavior interventions aim to level the playing field by providing necessary support and resources to address these barriers. Addressing Disproportionate Impact: Many unduplicated students experience disproportionate rates of disciplinary actions compared to their peers. Interventions can help reduce these disparities by promoting positive behavior and addressing underlying issues that contribute to behavior problems. Whole Child Approach: Effective education requires addressing not just academic needs, but also social-emotional development. Behavior interventions are crucial in fostering a supportive environment that promotes positive behavior and social skills among unduplicated students. Promoting Academic Success: Behavior challenges can significantly impact a student's ability to learn and engage in the educational process. Interventions that address behavior	

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		issues proactively will improve attendance, engagement, and overall academic achievement. Long-term Benefits: Addressing behavior issues early through targeted interventions can have long-term benefits, including improved graduation rates, reduced dropout rates, and better post-secondary outcomes for unduplicated students. Due to the higher dangerous behavior rate of our low-income students and English Learners and increased needs of our Foster Youth, and because this action was developed with the needs of these students first, we expect the behavior results for our unduplicated students will be impacted more than that of all students and, therefore, the unduplicated students will benefit the most from this action.	
5.3	**Action:** Campus Well-Being **Need:** After a comprehensive review of data and educational partner input for our unduplicated students including eedback sessions and CHKS results, the data highlighted that cleanliness of facilities (including restrooms) is a safety issue and needs improvement. Basic needs are not being met in some circumstances due to safety being a concern/fear. **Scope:** LEA-wide	To address the wellbeing of our low-income students, English Learners, and Foster Youth, we will work to ensure that campuses are clean and safe. This action is being implemented districtwide. While the strategies to be implemented in this action support the needs of unduplicated students, CUHSD understands that other students will benefit from these activities as well. Cleanliness of and safety in facilities across the District will improve use of facilities (and pride) resulting in meeting basic needs to support improved achievement; relationships and feelings of belonging will also increase as students feel safe on campuses.	See metric 5.3. CHKS: % Perceived Safety at School (Very Safe or Safe)

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
		Campus safety and cleanliness play crucial roles in fostering both academic and social-emotional success among students through: Physical Well-being: A safe campus environment ensures that students are protected from physical harm, accidents, and emergencies. When students feel physically secure, they can focus better on their studies and engage more actively in campus activities. Emotional Well-being: Feeling safe contributes significantly to students' emotional well-being. They are more likely to feel comfortable, relaxed, and able to form positive social connections. This emotional security reduces stress levels and promotes mental health, which is essential for concentration and learning. Reduced Distractions: A clean and well-maintained campus reduces distractions caused by clutter, dirt, or unpleasant odors. Such distractions can disrupt students' concentration and hinder their ability to focus on academic tasks or social interactions. Positive Learning Environment: A campus that is clean and orderly creates a positive learning environment. It signals to students that their surroundings are respected and cared for, which can influence their own attitudes towards their studies and their campus community. Sense of Community: A safe and clean campus fosters a sense of community among students and staff. When everyone feels that they are in a	

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
		supportive and respectful environment, they are more likely to collaborate, communicate effectively, and engage in constructive social interactions. Retention and Satisfaction: Students are more likely to stay enrolled and complete their studies in an environment where they feel safe and comfortable. Campus safety and cleanliness contribute to overall student satisfaction with their educational experience, which in turn affects retention rates.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Language Acquisition and English Learner Support Classes and Instructional Materials **Need:** CUHSD has low EL achievement across most Dashboard measures and is experiencing a stagnancy in reclassification rates. 44.7% - ELs who progressed at least one ELPI level, 31.3% - ELs who maintained ELPI levels, 17.3% - ELs who decreased at least one ELPI level	Updated, more engaging curriculum will facilitate learning, increase teacher efficacy through training will impact improved instruction in areas of student need.The district will implement supplemental ELD curriculum in the classrooms in order tor provide skills needed for students to gain proficiency as well as possibly hire language support aides to provide guidance in the areas in which students are deficient, specifically addressing the needs of long term English learners. Language Acquisition and English Learner Support classes, along with appropriate	Metric 3.2. Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11, Student English Language Acquisition Results from Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	instructional materials, are beneficial for English learners (ELs) for several important reasons: Targeted Language Development: These classes are specifically designed to support ELs in acquiring proficiency in English. They focus on developing all language skills: listening, speaking, reading, and writing. This targeted approach and updated instructional materials will help ELs progress more rapidly in their language acquisition journey. Cultural Integration: English Learner Support classes often incorporate cultural elements that help ELs understand the cultural context of the language they are learning. This integration fosters a deeper understanding and appreciation of English-speaking cultures, which is crucial for effective communication and social integration. Personalized Instruction: In these classes, teachers can tailor their instruction to meet the diverse needs of ELs. They can employ instructional strategies that accommodate different learning styles and language proficiency levels, ensuring that all students have the opportunity to learn and succeed. Building Confidence: Learning a new language can be daunting, especially in academic settings. Language Acquisition classes provide a supportive environment where ELs can practice English without fear of judgment. This nurturing atmosphere helps build confidence in their language skills and encourages participation in classroom activities.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Access to Academic Content: Instructional materials used in these classes are often designed to make academic content accessible to ELs. They may include simplified texts, visual aids, scaffolded supports, and other resources that help students understand complex subject matter while they continue to develop their English proficiency. Preparation for Mainstream Classes: As ELs improve their English language skills in Language Acquisition classes, they become better prepared to transition into mainstream classes where English is the primary language of instruction. This smooth transition is facilitated by the foundational skills and confidence gained in the support classes.	
3.3	**Action:** Dually Identified Student Support **Need:** CUHSD has identified through the Differentiated Assistance process that we are possibly not placing dually identified students in the classes that will have the most impact on student achievement and our current process for reclassification is more stringent than that of the State which is impacting students' ability to reclassify. Additionally, CUHSD is not meeting Least Restrictive Environment goals with regard to student placement. Too many students are being placed in SPED courses versus placing students in General Education courses and providing support.	Improved placement practices, improved support offerings, improved accessibility to content through support in class will assist students in making gains toward standards and in language proficiency. Coteaching opportunities will be implemented so that SPED and General Education teachers work collaboratively to teach content while supporting Students with Disabilities' needs in the classroom. Additionally, current placement practices are being analyzed and revised to ensure that students are getting all of the support necessary for them to be successful and that district policies are not keeping students from their LRE and/or their ability to access proper supports. Co-teaching, where two educators work together in the same classroom to support all students,	Metric 3.3. Progress towards English Language Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	50.5% of CUHSD studengts are making progress towards English Language Proficiency Current EL enrollment in CUHSD is ELs - 5.9%, At Risk - 2.3%, LTEL - 20.4%, Dually Identified LTEL - 55.9% Reclassification Percentages 22-23: CUHS - 20.50% SHS - 25.5% DOHS - 13.8% PRHS - 0% MSVA - 0% **Scope:** Limited to Unduplicated Student Group(s)	including those with disabilities and students learning English, offers several benefits: Differentiated Instruction: Co-teachers can tailor instruction to meet diverse learning needs more effectively. One teacher is able to focus on presenting material while the other provides additional support or modifications for students with disabilities and English Learners. Individualized Support: Students with disabilities often require personalized attention and varied approaches to grasp concepts. Co-teachers can provide this support in real-time, addressing specific learning styles and needs as they arise. Modeling Collaboration: Co-teaching demonstrates positive collaboration between educators, showing students how to work together effectively. This sets a valuable example of teamwork and inclusivity. Enhanced Learning Environment: With two teachers, the classroom environment becomes more dynamic and interactive. This will foster a more engaging atmosphere where all students, including those with disabilities, feel encouraged to participate and learn. Increased Resources: Co-teachers can share resources, strategies, and expertise, maximizing the use of available materials and technology to benefit all students. Improved Social Interaction: Students with disabilities may benefit from increased social	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		interaction opportunities in a co-taught setting. They can engage with peers more easily and build relationships that contribute to their overall social development.	
4.2	**Action:** Targeted Homeless and Foster Youth Services **Need:** FY, homeless students, and SED students are still underperforming when compared to the All Students groups. Feedback sessions with educational partners suggests a need for meaningful relationships between students and staff where consistency is established as well as trust. School Climate - Suspension Rate for Foster Youth - CUHSD has scored in Red, 22.2% of FY have been suspended at least 1 time in 22-23 School Climate - Suspension Rate for Homeless students - CUHSD has scored in Orange, 4.7% of homeless students have been suspended at least 1 time in 22-23 **Scope:** Limited to Unduplicated Student Group(s)	Increased access to caring adults and basic needs services allows for students to make connections and focus more effectively on academics; exposure to possibilities outside of school gives students hope and vision. Counselors on Special Assignment will check in on FY and Homeless students periodically and consistently as well as the Family Resource Center Coordinator. Providing these students with supplies to meet their basic needs and materials/supplies for class work and projects will assist these students in achieving at higher levels. Foster youth often require targeted services due to their unique circumstances and needs arising from being in foster care. Here are several reasons why targeted services are crucial for foster youth: Trauma and Emotional Support: Many foster youth have experienced trauma due to abuse, neglect, or separation from their biological families. Targeted services such as counseling and therapy are essential to help them address and heal from these emotional wounds. Educational Support: Foster youth often face educational disruptions due to changes in placements or schools. Targeted educational services can provide tutoring, mentoring, and educational advocacy to ensure they receive the academic support they need to succeed.	Metric 4.2. School Climate - Suspension Rate for Foster Youth, School Climate - Suspension Rate for Homeless students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Stability and Continuity: Foster youth experience frequent changes in living situations, which can disrupt their sense of stability and continuity. Targeted services aim to provide consistent support systems, stable housing arrangements, and ongoing relationships with caregivers or mentors. Life Skills Development: Many foster youth may not have learned essential life skills such as budgeting, cooking, or job readiness. Targeted services can offer life skills training and vocational guidance to prepare them for independent living as adults. Healthcare and Well-being: Foster youth may have unmet healthcare needs or require specialized medical or mental health services. Targeted healthcare services can ensure they receive appropriate medical and dental care, as well as support for mental and emotional well-being. Transition to Adulthood: As foster youth transition to adulthood, they may need targeted services to navigate independent living, pursue higher education, find employment, and establish stable relationships. Transition planning and support services are critical during this phase.	
4.3	**Action:** Family Resource Center Staffing **Need:**	Increased access to caring adults and basic needs services allows for students to make connections and focus more effectively on academics; exposure to possibilities outside of school gives students hope and vision.	Metric 4.3. Number of people visiting and accessing the FRC - Sign in Sheets

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	FY, homeless students, and SED students are still underperforming when compared to the All Students groups. FY advocates have emphasized the need for trauma informed practices as these students already feel disenfranchised. **Scope:** Limited to Unduplicated Student Group(s)	A Foster Youth and Homeless Liaison and Family Resource Center staff play a crucial role in supporting students and their guardians in several ways: Navigating Systems: They help students and guardians navigate complex bureaucratic systems, such as school enrollment, financial aid applications, and accessing social services. This guidance ensures that students receive the educational support they are entitled to despite their circumstances. Advocacy: Liaisons advocate for the rights of foster youth and homeless students within the school system. They work to ensure these students have equal access to educational opportunities, extracurricular activities, and resources that can enhance their academic and personal development. Resource Coordination: They connect students and guardians with essential resources such as food assistance, housing support, healthcare services, counseling, and transportation. This helps alleviate immediate needs that could otherwise hinder a student's ability to focus on their education. Educational Stability: One of their primary roles is to promote educational stability for foster youth and homeless students. This includes facilitating school transfers, ensuring proper credit transfers, and providing continuity in education despite changes in living situations.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Support and Guidance: Liaisons offer emotional support and guidance to both students and their guardians. They understand the unique challenges these students face and provide a compassionate ear while offering practical solutions to overcome barriers to success. Building Relationships: By building strong relationships with students, guardians, school staff, and community organizations, liaisons create a support network that fosters stability and enhances the overall well-being of the students. Monitoring Progress: They monitor the academic progress and attendance of foster youth and homeless students, intervening when necessary to address issues that may affect their educational outcomes.	

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.

N/A

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.

Staff will be added and/or maintained to support student access to a broad course of study and CTE programs in action 1.4. Counselors on Special Assignment are already available at the comprehensive sites, but one will be added at Desert Oasis (action 1.3). Expanded tutoring opportunities in person and through virtual means will be made available for students in both English and Spanish immediately after school

and, hopefully, options later in the evening for those students who participate in extra-curricular activities. We are also looking to increase Instructional Assistants in classrooms for ELs and in math (to better support low income and FY students) in action 1.3. Also, through action 1.3, we are looking to hire an additional Speech Pathologist and 2 additional School Psychologists. Staff at Phoenix Rising will be maintained to provide continuity of services for students who struggled last year as a 9th grader and are in need of an intensive intervention program with dedicated teachers, an instructional assistant, and part-time counselor. Additionally, 2 MTSS Specialists have been hired in the 23-24 school year (1 at each comprehensive site) to better identify students in need of support and working with staff to provide interventions appropriate for individual student needs,especially for our FY, ELs, and SED students. A COSA will be hired in the 24-25 school year for Desert Oasis/Phoenix Rising. Mount Signal Virtual Academy will continue to be staffed at 2.0 FTE teachers, 1 clerical assistant, and a .5 counselor to ensure all students who need an alternative, virtual setting will be able to receive those services. We are still trying to fill our District Librarian position to ensure that students have access to literature, a safe place to work, and access to all that comes with a library. We are adding a SPED teacher and, hopefully, 2 Inclusion Coaches to support teachers in supporting students with additional needs. A Public Information Officer will be continued to assist in improving communication amongst all educational partners. Awareness is key to improvement; ensuring that parents and families know what is going on and how they can participate is vital. In action 4.2, the additional Community Liasion hired this year, so that each site has their own Community Liasion who can work with families through issues that may be keeping students from attending on a regular basis and/or making academic progress, will be maintained. Additionally, the 2 Attendance Specialists hired districtwide to identify chronic absentees, conference with parents and families regarding attendance, identifying root causes of issues, and providing support in finding solutions to issues identified will be maintained. A Family Resource Center Coordinator was added in 23-24 and will be continued to address the social-emotional and mental health needs of students and their families; this individual will also continue to serve as the Foster Youth/Homeless Liasion, coordinating with both the COSA and MTSS Specialist on each campus to support FY and Homeless students and their families. Clerical assistance will be hired for the FRC to ensure that when the FRC Coordinator is at another site, families have access to the FRC and its services. Coaches have direct contact with students and can be great interventionists; we are planning to better train our coaching staff in safety and other topics for improved servicing of our students. We will also maintain the added District Nurse and Health Technicians for our unduplicated students in need of additional health services. The increase in campus safety will be maintained (2 FTE security at each comprehensive site) to ensure that students feel safe (especially in the restrooms) and included at the school sites through goal 5. Additional transportation staff (bus drivers, bus driver trainee, etc.) have been included to ensure that bus routes have adequate coverage, are not too crowded, are available after extra-curricular activites, etc. as our unduplicated pupils deserve adequate transpprtation to and from school regardless of their situation and address. CUHSD will continue to partner with the ARC program to provide staff to work with students before and after school.

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	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

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	$49,303,058.00	14,617,564.00	29.648%	0.000%	29.648%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,309,357.00	$4,936,806.00	$0.00	$0.00	$20,246,163.00	$14,635,020.00	$5,611,143.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expanded and enhanced options in math and science	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS, PRHS 9-12	Ongoing	$590,131.00	$16,591.00	$606,722.00				$606,722.00	
1	1.2	Standards-aligned instruction and assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing: Common Assessments administered at end of marking periods, MAP Growth administered in August, December, May	$625,000.00	$135,000.00	$10,000.00	$750,000.00			$760,000.00	
1	1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,224,907.00	$600,000.00	$724,907.00	$1,100,000.00			$1,824,907.00	
1	1.4	Expand and maintain CTE offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$484,900.00	$294,672.00	$779,572.00				$779,572.00	
1	1.5	Credit Recovery / Online Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$816,836.00	$135,135.00	$801,971.00	$150,000.00			$951,971.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Expanded/enhanced counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$921,490.00	$0.00	$921,490.00				$921,490.00	
1	1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis 9-12	Ongoing	$0.00	$920,000.00	$920,000.00				$920,000.00	
1	1.8	Enhanced technology (access and connectivity) for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$899,155.00	$403,856.00	$1,303,011.00				$1,303,011.00	
1	1.9	Master Scheduling Resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Rising, Mt Signal Virtual Academy	Ongoing	$180,061.00	$5,461.00	$185,522.00				$185,522.00	
1	1.11	Improved Library resources and access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis	Ongoing	$169,467.00	$5,516.00	$174,983.00				$174,983.00	
1	1.12	College Articulated and Dual Enrollment courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,630.00	$41,370.00	$50,000.00				$50,000.00	
1	1.13	Rigorous curricular offerings and services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	Ongoing	$1,192,468.00	$33,384.00	$1,225,852.00				$1,225,852.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$17,500.00	$17,500.00				$17,500.00	
1	1.15	Instructional program improvement support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$191,873.00	$3,077.00	$194,950.00				$194,950.00	
2	2.1	Access to technology and internet on campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$91,992.00	$554,435.00	$646,427.00				$646,427.00	
2	2.2	Professional Development and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$483,215.00	$319,970.00	$353,185.00	$450,000.00			$803,185.00	
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,250.00	$0.00	$1,250.00				$1,250.00	
3	3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals	Students with Disabilities	No			All Schools	Ongoing	$958,411.00	$191,809.00	$600,220.00	$550,000.00			$1,150,220.00	
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central, Southwest, Desert Oasis, Phoenix Rising 9-12	Ongoing	$50,000.00	$70,000.00	$20,000.00	$100,000.00			$120,000.00	
3	3.3	Dually Identified Student Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central Union, Southwest, Desert Oasis, Phoenix Rising	Ongoing	$16,233.00	$12,267.00	$3,500.00	$25,000.00			$28,500.00	
3	3.4	Targeted Support Services for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,761,406.00	$8,594.00	$1,770,000.00				$1,770,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Increased and Improved Transition Work-Based Experience and Transition Classroom-Based Work Exploration	Students with Disabilities	No			Specific Schools: Central and Southwest 9-12	Ongoing	$6,165.00	$5,000.00	$11,165.00				$11,165.00	
4	4.1	Improved Educational Partner Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$561,538.00	$30,927.00	$592,465.00				$592,465.00	
4	4.2	Targeted Homeless and Foster Youth Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.3	Family Resource Center Staffing	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$166,433.00	$4,896.00	$171,329.00				$171,329.00	
4	4.4	Promotion of positive, safe, inclusive student culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
4	4.5	Promote Improved Attendance and Engagement on Campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$110,000.00	$110,000.00				$110,000.00	
4	4.6	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$201,662.00	$27,002.00	$228,664.00				$228,664.00	
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central and Southwest 9-12	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.9	Supplemental Health Services for Low Income Pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$376,226.00	$25,259.00	$401,485.00				$401,485.00	
4	4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Central, Southwest, Desert Oasis	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
5	5.1	Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
5	5.2	Behavior Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All schools except MSVA	Ongoing	$912.00	$6,588.00	$7,500.00				$7,500.00	
5	5.3	Campus Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,390,295.00	$556,837.00	$2,332,687.00	$614,445.00			$2,947,132.00	
5	5.4	ARC Experience After School Program	All	No				Ongoing	$0.00	$800,000.00		$800,000.00			$800,000.00	
6	6.1	Offer social-emotional learning (SEL) programs and workshops	All	No			Specific Schools: Desert Oasis, Phoenix Rising	Ongoing	$21,000.00	$32,000.00		$53,000.00			$53,000.00	
6	6.2	Hire additional counselor and social worker specializing in alternative education	All	No			Specific Schools: Desert Oasis, Phoenix Rising	Ongoing	$210,364.00	$15,997.00		$226,361.00			$226,361.00	
6	6.3	Academic Support	All	No			Specific Schools: Desert Oasis, Phoenix Rising, MSVA	Ongoing	$15,525.00	$65,000.00		$80,525.00			$80,525.00	
6	6.4	Community Partnerships	All	No			Specific Schools:	Ongoing	$17,475.00	$20,000.00		$37,475.00			$37,475.00	

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
							Desert Oasis, Phoenix Rising, MSVA									

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
$49,303,058.00	14,617,564.00	29.648%	0.000%	29.648%	$14,697,972.00	0.000%	29.811 %	**Total:**	$14,697,972.00
								LEA-wide Total:	$11,357,564.00
								Limited Total:	$219,829.00
								Schoolwide Total:	$3,120,579.00

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	Expanded and enhanced options in math and science	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS, PRHS 9-12	$606,722.00	
1	1.2	Standards-aligned instruction and assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$724,907.00	
1	1.4	Expand and maintain CTE offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$779,572.00	
1	1.5	Credit Recovery / Online Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$801,971.00	

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	1.6	Expanded/enhanced counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$921,490.00	
1	1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis 9-12	$920,000.00	
1	1.8	Enhanced technology (access and connectivity) for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,303,011.00	
1	1.9	Master Scheduling Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	$0.00	
1	1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Rising, Mt Signal Virtual Academy	$185,522.00	
1	1.11	Improved Library resources and access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis	$174,983.00	
1	1.12	College Articulated and Dual Enrollment courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.13	Rigorous curricular offerings and services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	$1,225,852.00	
1	1.14	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,500.00	
1	1.15	Instructional program improvement support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$194,950.00	
2	2.1	Access to technology and internet on campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$646,427.00	
2	2.2	Professional Development and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$353,185.00	

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	Curriculum Development/Collaboration and Cross Department Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central, Southwest, Desert Oasis, Phoenix Rising 9-12	$20,000.00	
3	3.3	Dually Identified Student Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central Union, Southwest, Desert Oasis, Phoenix Rising	$3,500.00	
3	3.4	Targeted Support Services for English Learners	Yes	LEA-wide	English Learners	All Schools	$1,770,000.00	
4	4.1	Improved Educational Partner Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$592,465.00	
4	4.2	Targeted Homeless and Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$25,000.00	
4	4.3	Family Resource Center Staffing	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$171,329.00	
4	4.4	Promotion of positive, safe, inclusive student culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
4	4.5	Promote Improved Attendance and Engagement on Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
4	4.6	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$228,664.00	
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central and Southwest 9-12	$0.00	
4	4.8	Increase Parent Engagement through Parent	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Incentives and Training Opportunities			Low Income			
4	**4.9**	Supplemental Health Services for Low Income Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$401,485.00	
4	**4.10**	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Central, Southwest, Desert Oasis	$30,000.00	
5	**5.1**	Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
5	**5.2**	Behavior Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except MSVA	$7,500.00	
5	**5.3**	Campus Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,332,687.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,776,101.00	$18,577,232.70

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**	Expanded and enhanced options in math and science	Yes	$585,000.00	612,451.90
1	**1.2**	Standards-aligned instruction and assessment	Yes	$5,000.00	1,794.70
1	**1.3**	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Yes	$1,995,000.00	646,517
1	**1.4**	Expand and maintain CTE offerings	Yes	$472,000.00	724,327.91
1	**1.5**	Credit Recovery / Online Educational Options	Yes	$750,000.00	757,114.93
1	**1.6**	Expanded/enhanced counseling services	Yes	$743,362.00	891,124.32
1	**1.7**	Expanded and enhanced options in Visual and Perfoming Arts/Fine Arts for improved accessibility	Yes	$3,104,531.00	2,069,072.04
1	**1.8**	Enhanced technology (access and connectivity) for students	Yes	$1,355,000.00	1,340,308.40
1	**1.9**	Master Scheduling Resources	Yes	$0.00	0.00
1	**1.10**	Schools of choice - Alternative placement/Intervention/support for at-promise students	Yes	$1,018,250.00	905,029.30

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	1.11	Improved Library resources and access	Yes	$170,000.00	147,945.32
1	1.12	College Articulated and Dual Enrollment courses	Yes	$75,000.00	41,708.30
1	1.13	Rigorous curricular offerings and services	Yes	$1,190,000.00	1,184,318.01
1	1.14	College and Career Readiness	Yes	$25,000.00	32,946.29
1	1.15	Instructional program improvement support	Yes	$223,000.00	191,174.45
2	2.1	Access to technology and internet on campus	Yes	$1,495,000.00	1,435,367.52
2	2.2	Professional Development and Instructional Support	Yes	$393,900.00	346,468.79
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	Yes	$7,000.00	5,433.04
3	3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals	No	$505,500.00	489,065.01
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Yes	$150,000.00	11,984.00
3	3.3	Dually Identified Student Support	Yes	$11,670.00	831.85
3	3.4	Targeted Support Services for English Learners	Yes	$1,803,500.00	1,665,337.45
3	3.5	Increased and Improved Transition Work-Based Experience and Transition Classroom-Based Work Exploration	No	$34,014.00	1,451.71

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)
4	4.1	Improved Educational Partner Communication and Engagement	Yes	$590,000.00	549,090.10
4	4.2	Targeted Homeless and Foster Youth Services	Yes	$45,000.00	20,102.07
4	4.3	Family Resource Center Staffing	Yes	$164,315.00	150,067.98
4	4.4	Promotion of positive, safe, inclusive student culture	Yes	$85,115.00	56,602.45
4	4.5	Promote Improved Attendance and Engagement on Campus	Yes	$110,000.00	101,005.29
4	4.6	Transportation Services	Yes	$375,000.00	517,532.35
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	$0.00	0.00
4	4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	Yes	$15,000.00	1,289.21
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	$467,000.00	380,632.63
4	4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Yes	$49,527.00	1,799.73
5	5.1	Qualified Teachers	Yes	$20,000.00	20,000.00
5	5.2	Behavior Intervention	Yes	$14,170.00	2,017.24
5	5.3	Campus Well-Being	Yes	$2,603,886.00	2,173,415.34
5	5.4	ARC Experience After School Program	Yes	$728,000.00	714,947.05

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)
6	**6.1**	Offer social-emotional learning (SEL) programs and workshops	No	$53,000.00	55,372.89
6	**6.2**	Hire additional counselors and social workers specializing in alternative education	No	$226,361.00	232,566.12
6	**6.3**	Academic Support	No	$80,525.00	81,213.57
6	**6.4**	Community Partnerships	No	$37,475.00	17,806.44

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)
$14,683,450.00	$20,839,226.00	$18,699,756.96	$2,139,469.04	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	Expanded and enhanced options in math and science	Yes	$585,000.00	612,451.90		
1	1.2	Standards-aligned instruction and assessment	Yes	$5,000.00	1,794.70		
1	1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Yes	$1,995,000.00	646,517		
1	1.4	Expand and maintain CTE offerings	Yes	$472,000.00	724,327.91		
1	1.5	Credit Recovery / Online Educational Options	Yes	$750,000.00	757,114.93		
1	1.6	Expanded/enhanced counseling services	Yes	$743,362.00	891,124.32,		
1	1.7	Expanded and enhanced options in Visual and Perfoming Arts/Fine Arts for improved accessibility	Yes	$3,104,531.00	3,069,072.04,		
1	1.8	Enhanced technology (access and connectivity) for students	Yes	$1,355,000.00	1,340,308.40		
1	1.9	Master Scheduling Resources	Yes	$0.00	0.00		
1	1.10	Schools of choice - Alternative placement/Intervention/support for at-promise students	Yes	$1,018,250.00	905,029.30		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Improved Library resources and access	Yes	$170,000.00	147,945.32		
1	1.12	College Articulated and Dual Enrollment courses	Yes	$75,000.00	41,708.30		
1	1.13	Rigorous curricular offerings and services	Yes	$1,190,000.00	1,184,318.01		
1	1.14	College and Career Readiness	Yes	$25,000.00	32,946.29		
1	1.15	Instructional program improvement support	Yes	$223,000.00	191,174.45		
2	2.1	Access to technology and internet on campus	Yes	$1,495,000.00	1,435,367.52		
2	2.2	Professional Development and Instructional Support	Yes	$393,900.00	346,468.79		
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	Yes	$7,000.00	5,433.04		
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Yes	$150,000.00	11,984.00		
3	3.3	Dually Identified Student Support	Yes	$11,670.00	831.85		
3	3.4	Targeted Support Services for English Learners	Yes	$1,803,500.00	1,665,337.45		
4	4.1	Improved Educational Partner Communication and Engagement	Yes	$590,000.00	549,090.10		
4	4.2	Targeted Homeless and Foster Youth Services	Yes	$45,000.00	20,102.07		
4	4.3	Family Resource Center Staffing	Yes	$164,315.00	150,067.98		
4	4.4	Promotion of positive, safe, inclusive student culture	Yes	$85,115.00	56,602.45		
4	4.5	Promote Improved Attendance and Engagement on Campus	Yes	$110,000.00	101,005.29		

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)
4	4.6	Transportation Services	Yes	$375,000.00	517,532.35		
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	$0.00	0.00		
4	4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	Yes	$15,000.00	1,289.21		
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	$467,000.00	380,632.63		
4	4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Yes	$49,527.00	1,799.73		
5	5.1	Qualified Teachers	Yes	$20,000.00	20,000.00		
5	5.2	Behavior Intervention	Yes	$14,170.00	2,017.24		
5	5.3	Campus Well-Being	Yes	$2,603,886.00	2,173,415.34		
5	5.4	ARC Experience After School Program	Yes	$728,000.00	714,947.05		

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)
$48,495,441.00	$14,683,450.00	8.012%	38.290%	$18,699,756.96	0.000%	38.560%	$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).

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