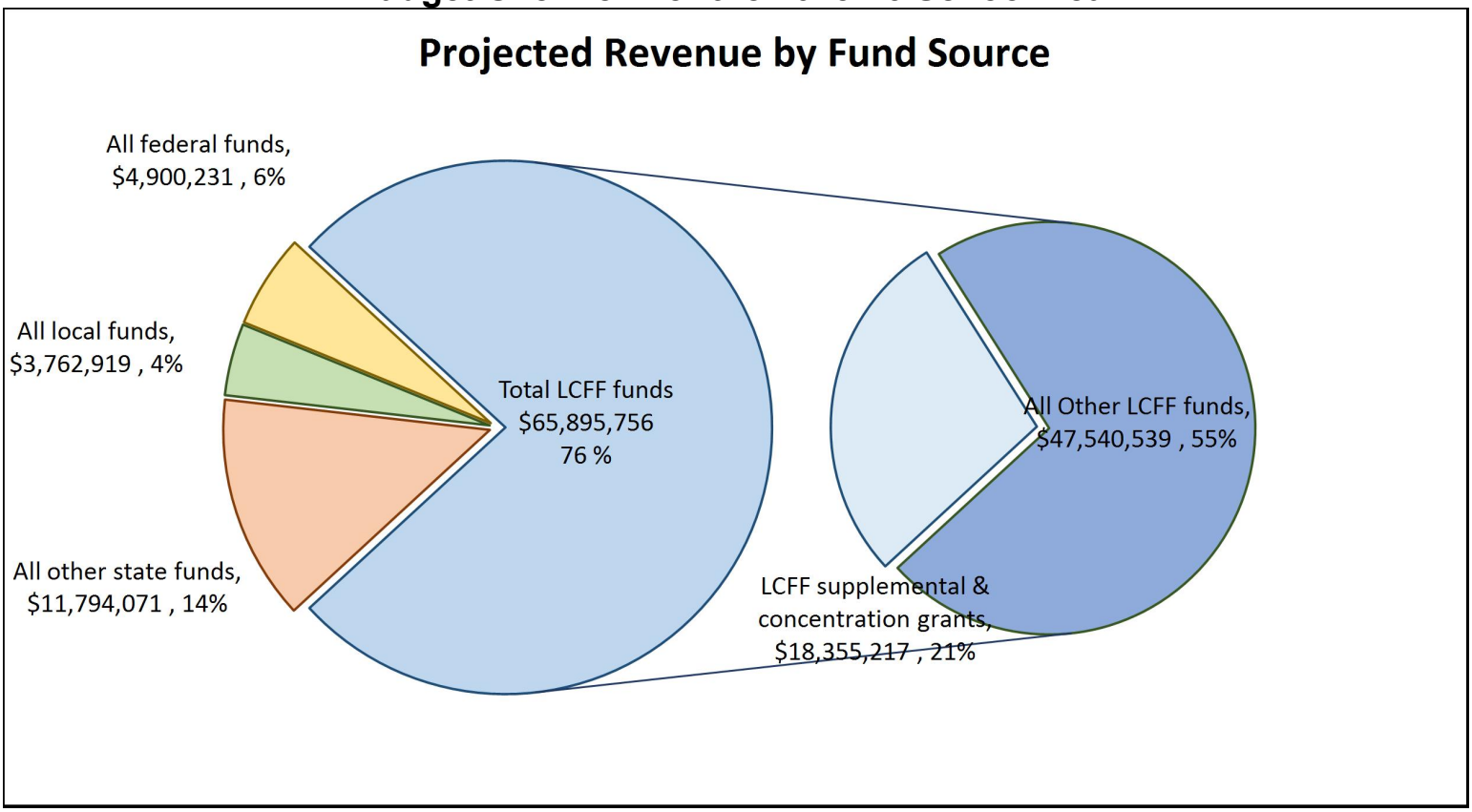
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coalinga-Huron Unified School District
CDS Code: 10-62125-0000000
School Year: 2025-26
LEA contact information:
Johnny Garza
Assistant Superintendent of Educational Services
jgarza@chusd.org
(559) 935-7600

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

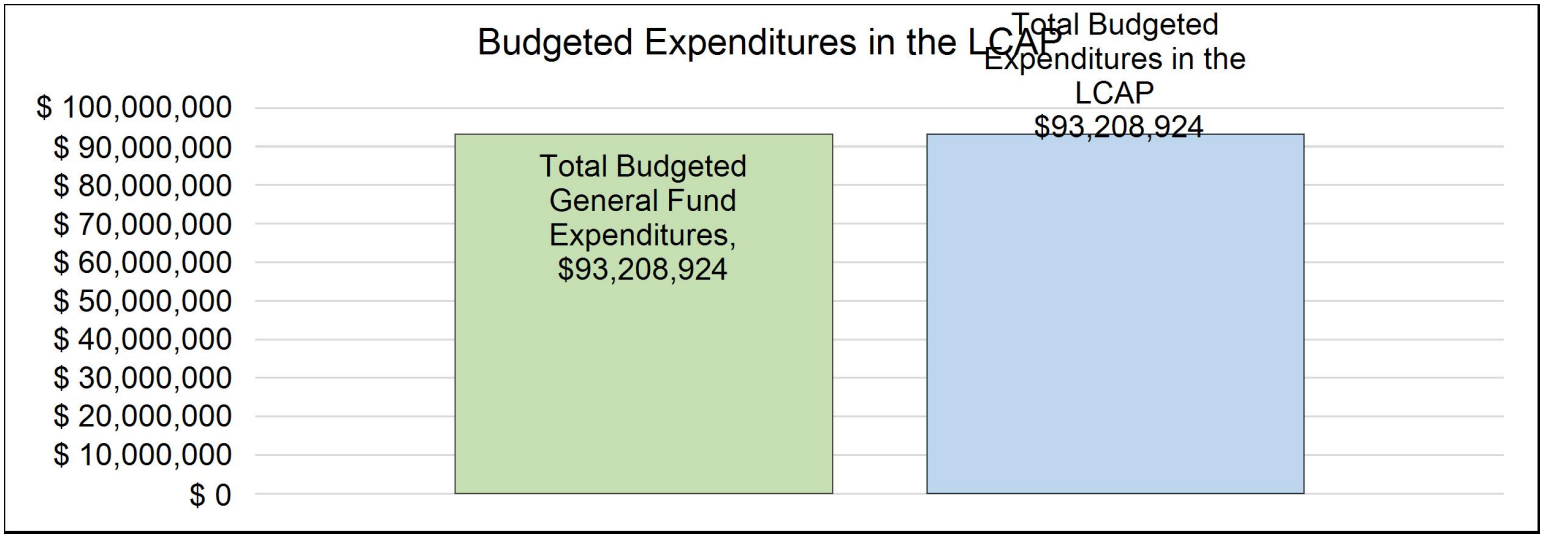


This chart shows the total general purpose revenue Coalinga-Huron Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Coalinga-Huron Unified School District is $86,352,977.00, of which $65,895,756 is Local Control Funding Formula (LCFF), $11,794,070.53 is other state funds, $3,762,919.26 is local funds, and $4,900,231.21 is federal funds. Of the $65,895,756 in LCFF Funds, $18,355,217 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 Coalinga-Huron Unified 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: Coalinga-Huron Unified School District plans to spend $93,208,924 for the 2025-26 school year. Of that amount, $93,208,924 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

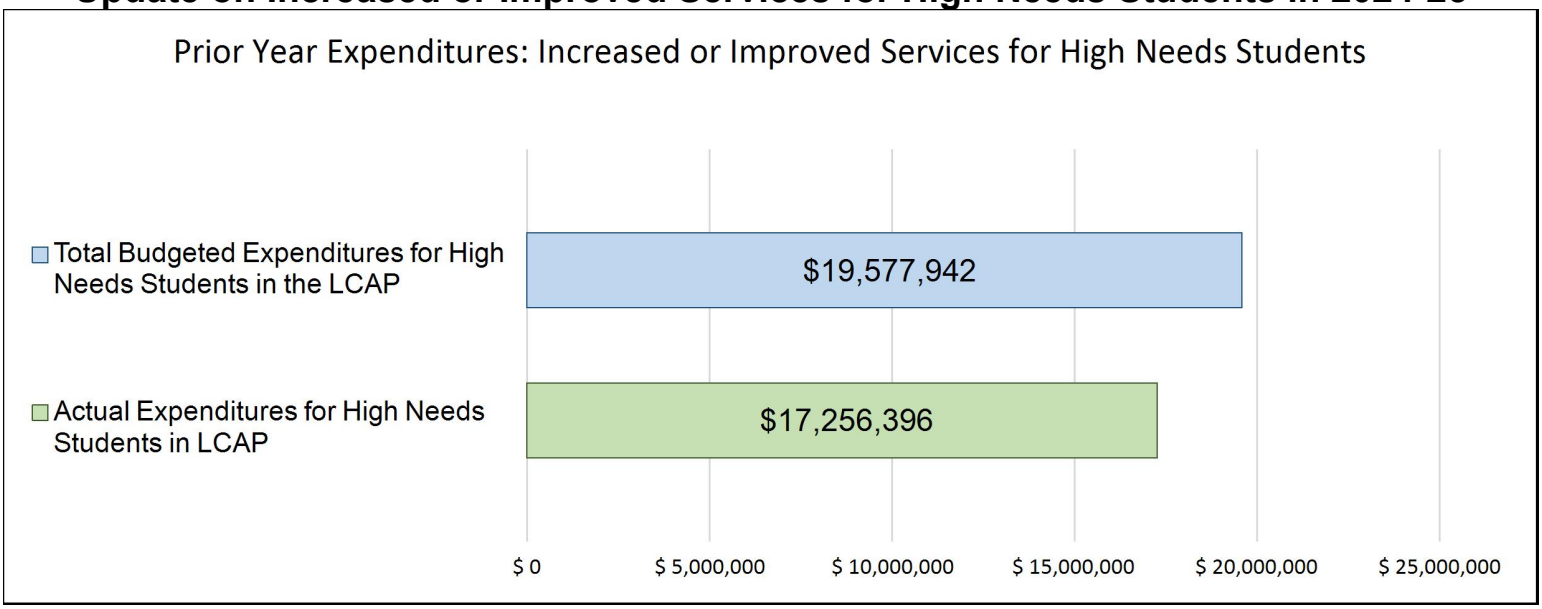
N/A

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

In 2025-26, Coalinga-Huron Unified School District is projecting it will receive $18,355,217 based on the enrollment of foster youth, English learner, and low-income students. Coalinga-Huron Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coalinga-Huron Unified School District plans to spend $20,558,404 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 Coalinga-Huron Unified 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 Coalinga-Huron Unified 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, Coalinga-Huron Unified School District's LCAP budgeted $19,577,942 for planned actions to increase or improve services for high needs students. Coalinga-Huron Unified School District actually spent $17,256,396 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,321,546 had the following impact on Coalinga-Huron Unified School District's ability to increase or improve services for high needs students:

CHUSD has continued to experience staffing issues for several years. The district plans to continue recruiting staff to implement the planned actions that our educational partners desire. We also saw the use of other funding sources impact the budget for post-secondary awareness events, and our professional development actions depending on the type of training, the district utilized existing staff to provide the planned professional development.

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
Coalinga-Huron Unified School District	Johnny Garza Assistant Superintendent of Educational Services	jgarza@chusd.org (559) 935-7600

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.

Coalinga-Huron Unified School District (CHUSD) is located in the southwestern part of Fresno County, California. The District's student attendance boundary encompasses southwest Fresno County, as well as portions of San Benito and Monterey counties. The physical boundaries extend on both sides of Interstate 5 (West and East) along the agricultural corridor of the San Joaquin Valley. Coalinga-Huron Unified serves approximately 4,418 students in grades TK-12. The District comprises four (4) elementary schools, two (2) middle schools, one (1) comprehensive high school, and two (2) alternative high schools. The District spans two distinct communities with individual needs.

The City of Coalinga hosts a population of approximately 16,722 per the 2024 US Census Bureau estimates. The median household income for Coalinga is $78,014 (2023), approximately 19% less than the state average. The demographics are 65% Hispanic or Latino, 38.7% White, 4.4% Black or African American, 2.9% Asian, 0.9% Native American, and 19.1% with two or more races. Once noted for its oil fields, Coalinga's largest employer is now the State of California (Coalinga State Hospital and Pleasant Valley State Prison). The outlying areas remain rural and based in agriculture.

Huron is located approximately 15 miles northeast of Coalinga. With a median household income of $44,784, approximately 53.5% less than the state average, making Huron one of the poorest cities in the state. According to 2024 US Census Bureau estimates, the city of Huron has a population of approximately 6,737, however, the number of residents may swell to well over 9,000 during harvest seasons. The demographics are 98.3% Hispanic or Latino, 9.6% White, 0.8% Black or African American, 5% Native American, and 36.9% with two or more races. The local economy of Huron depends heavily on the agricultural industry. Students from Huron comprise about one-third of the CHUSD student body.

Of the 4,418 students, approximately 1,200 students (27.16%) of the student population rely on district transportation in grades TK-12. Students commute from Huron to Coalinga to attend the District's sole comprehensive high school, as well as to all schools from various ranches and homes in remote areas.

CHUSD is proud of the diversity represented in its student population which includes 0.11% American Indian or Alaska Native, 1.26% Asian, 0.32% Filipino, 1.19% Black or African American, 87% Hispanic or Latino, 0.06% Pacific Islander, 8.28% White, 0.82% with two or more races, and with 0.96% unknown.

The challenges and barriers facing student achievement include limited English fluency, mobility, geographic isolation, and a high rate of poverty. Our English Learner (EL) population is 35.2% of our student body with 20 different languages spoken by CHUSD students. Additionally, 82.19% of our students are socioeconomically disadvantaged.

Schools sites identified for Equity Multiplier funding are Cambridge High School, Chesnut High School, Miles Culwell Community Day School. Cheney Kindergarten received Equity Multiplier funds for the 24/25 school year but is no longer identified for funding. CHUSD will continue with the previously established Equity Multiplier goal for Cheney Kindergarten.

Reflections: Annual Performance

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

According to the 2024 CA School Dashboard, Coalinga Huron Unified saw success with improvement in Chronic Absenteeism, Math Proficiency, and the maintained status for English Learner Progress, and ELA Proficiency on the Ca Dashboard. We have also seen an increase in EL Reclassification rates and average daily attendance district wide.

Average daily attendance increased by more than 1% for all, low income, foster youth, and English learner groups while chronic absenteeism declined 3.2% from 33.5% to 29.3%. Low income and English Learner student rates dropped over 4% demonstrating success in strategies implemented through our Child Welfare and Attendance action by our Community liaisons, social workers, counselors and administrator of student services and family support. We continue to focus on the importance of school attendance and use strategies to support school connectedness and address barriers to attendance. This includes home visits, weekly site huddles with teams focused on attendance, and district identified students who are most affected by chronic absences, including low income and foster youth.

English learner progress as shown on the CA Dashboard has steadily increased over time with growth in reclassification rates. Based on the 2023 Dashboard, English Learner Progress Indicator performed at a yellow indicator level with an overall of 43.4% of English Learners making progress toward English language proficiency, and we maintained the yellow status on the 2024 Dashboard with 43.3% of English learners making progress. CHUSD has created a systematic and strategic process that leads from EL identification to reclassification and has identified and added designated staff to support and implement the process in order to reclassify all eligible students. English Learner Reclassification went from 8% in 2023 to 12.68% in 2024.

English Language Arts maintained with less than 1 point decrease while Math increased 3.5 points and moved to the orange indicator level on the 2024 Dashboard. Suspension rates increased 0.9% for a total of 7.5% students who were suspended for at least one day, however, suspension rates for our English Learner population decreased by0.4%. CHUSD will continue the work started in 2025-26 to strengthen Tier 1 to provide the best first instruction and close achievement gaps for all students. Additionally, ongoing professional development surrounding instruction and restorative practices will be a high priority for new staff, as well as for maintaining and improving best practices.

The 2023 CA Dashboard Required actions for Coalinga Huron Unified demonstrate four areas that the district performed at the lowest level, with red indicators in each area for ELA, Math, Chronic Absenteeism, and Suspension. Of our eleven schools, four schools received the lowest performance level on one or more state indicators, including the schools Cambridge High, Coalinga High, Coalinga Middle, Huron Elementary. All of these schools and Sunset elementary had at least one student group performing at the red level.

Student groups within the district that received the lowest performance level on one or more state indicators on the 2023 CA Dashboard :
ELA: All, EL, Hispanic, Homeless, SED
Math: All, EL, Hispanic, Homeless, SED
Chronic Absenteeism: Asian
Suspension: EL, Foster Youth, SWD

Schools within the district that received the lowest performance level on one or more state indicators on the 2023 CA Dashboard:
Cambridge High-CCI
Coalinga High-ELA, Math
Coalinga Middle-ELA, Math, Suspension
Huron Elementary-ELA

Student groups within a school within the district that received the lowest performance level on one or more state indicators on the 2023 CA Dashboard :
Cambridge High: CCI-SED, Hispanic
Coalinga High: ELA-EL, SED, Hispanic; Math-EL, SED, Hispanic; Suspension-EL, SED, SWD, Hispanic
Coalinga Middle: ELA-EL, SED, Hispanic, White; Math-EL, SED Hispanic, White; Suspension-EL, SED, SWD, Hispanic, White
Huron Elementary: ELA-EL, SED, Hispanic
Sunset Elementary: ELA-EL, SED

CHUSD has $6,880,564.19 unexpended LREBG funds for the 2025-26 school year which can be found in Goal 1, Action 13-Learning Recovery. The budgeted LREBG funds for the 2025-26 school year are $1,145,855, the remaining LREBG funds will be utilized on this action or as outlined in future LCAP actions through June 30, 2028.

Our needs assessment revealed significant needs regarding ELA and Math achievement among our Hispanic, Low Income, English Learner, and Long Term English Learner student groups. In response, Goal 1 Action 13 focuses on tutoring, expanded learning opportunities, early intervention, professional development, decreasing credit deficiency, diagnostic/progress monitoring services for pupils, and needs

assessment. This action aligns with allowable fund uses in the areas of accelerating progress to close learning gaps (EC 32526 (c)(2)(Bi, iii, iv, vi)), access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements (EC 32526 (c)(2)(D)), additional academic services for pupils (EC 32526 (c)(2)(E)), and conducting the needs assessment pursuant to subdivision d (EC 32526 (c)(2)(F)).

Our needs assessment did not identify significant needs in the area of Chronic Absenteeism.

CHUSD will identify any additional LREBG funds apportioned as part of the 2025-26 budget act as part of the 2026-27 LCAP.

Reflections: Technical Assistance

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

CHUSD has begun receiving technical assistance through the Fresno County Superintendent of School (FCSS) for Differentiated Assistance eligibility. We are eligible for differentiated assistance for LTELs, and Students with Disabilities who are low-performing in the areas of ELA and Math; LTELs, White, and Two or More Races who have high rates of Chronic Absenteeism; White Students with Disabilities, and Two or more races who have high rates of Suspension. As part of this process, the district is focusing on improving outcomes for the identified students groups in academics, chronic absenteeism, and suspension To effectuate change, we have undertaken the application of the Improvement Science. In the Spring of 2025, we developed a Problem of Practice, conducted a Root Cause Analysis, and performed Empathy Interviews to identify an areas of focus. Scheduled support dates with FCSS have included: 12/12/24, 1/31/25, 2/14/25, 3/19/25. Our efforts revealed that we need a strategic system to identify and monitor progress of identified student groups in the areas of academics, chronic absenteeism, and suspension. CHUSD will implement a scoped out process of monitoring our FY students to include monitoring progress of the newly identified LTEL, SWD, White, and Two or More Races student groups to put into effect for this next school year. Action 1.6 in Goal 1 and Actions 2.4, 2.5, and 2.7 in Goal 2 are written to address these needs.

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.

Coalinga Middle School

Support for Identified Schools

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

Coalinga-Huron Unified School District will support our identified school in developing a Comprehensive Support & Improvement (CSI) plan by providing the resources and connections to meet the compliance requirements set forth in California's Education Code and the Code of Regulations. The District will use the School Plan for Student Achievement (SPSA) template as the mechanism to reflect compliance of CSI

components.

Notification of Eligibility:
In February 2025, State and Federal Programs and FCSS staff provided notification to CHUSD of their CSI identified school site along with the reason for their eligibility and the requirements necessary to meet, as identified by the California Department of Education.

Data, Comprehensive Needs Assessment, and Resource Inequities:
FCSS staff provided overview support in a District group meeting. CHUSD will schedule more targeted technical support during the 2025-26 school year. During the support meetings individualized responses for our identified school will be analyzed and applied through the comprehensive needs assessment framework. The data elements will consist of of:

- Student demographic data
- Teacher assignment/demographics
- Academic achievement data (CORE data, IAB's, CAASPP, CAST)
- Completion rates data
- Reclassification data
- Attendance rates
- Suspension referrals
- Expulsion records
- College and career readiness

The school site will be encouraged to use other local data points such as surveys that capture school climate and connectedness or parent/community engagement, data points from site specific intervention programs, and teacher/staff observation data resulting from implementation of professional development strategies.

Our CSI identified school site will be provided a comprehensive needs assessment tool and other resources to support the comprehensive needs assessment process. Through utilizing data, a decision making model, and a root cause analysis tool site staff will be supported by District directors in identifying specific causes for identified gaps to identify resource inequities and select the appropriate evidence-based interventions. In addition, FCSS training will be coordinated/facilitated to give our identified school some strategic support with the inclusion of CSI plan components.

School Site Supports:
School site will be provided a timeline of activities with specific milestones that promote success and site time management efforts. These milestones provide guidance for site administrators to review data, level of implementation, and the effectiveness of the evidence-based strategy/activity, which in turn lead to the determination of modification or discontinuation of the evidence-based strategy/activity. School site will also benefit from strategic coordination between FCSS and the assigned Educational Services directors . As a result of this strategic coordination, the school site will receive guidance and technical support pertaining to the development of a comprehensive needs assessment and using past information as a foundation to expand and enhance.

Technical Support:

The CSI site will receive on-going priority support. The initial level of support will be provided by their assigned director from Educational Services, who will meet with them regularly to review data, accomplishments and barriers; thereby, aiding them with solution oriented support and resources using a coaching and support model. The assigned director will help and support site administration in support of school site leadership in establishing a school-wide planning team. A second layer of support services is through FCSS, in the development of their plans will consist of CSI site administrator contacting and meeting with FCSS CSI point person for resources and training opportunities.

Timeline and Structure:
Using the School Plan for Student Achievement (SPSA) structure, a timeline will be provided to site administration encouraging their planning team to meet regularly with a focus on organizing and overseeing the needs assessment process. This timeline also will provide guidance in the development of the CSI plan component embedded within the School Plan for Student Achievement (SPSA), and to continue working on conducting an annual review as the process moves forward.

Supports and Resources:
CSI identified site administrator will be provided with the District's SPSA Program and Budget Handbook with guidance in the development of a school plan, comprehensive needs assessment, and references to evidence-based interventions.

Monitoring and Evaluating Effectiveness

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

The District's Educational Services department will develop data reports that will assist in monitoring the evidence-based strategies/activities to determine the level of implementation and subsequent effectiveness that supports student growth. The District and site administration will train staff on relevant monitoring and evaluation protocols/systems focused on implementation and effectiveness of the CSI identified/embedded evidence-based strategies and activities to support data cycles.

Assigned site directors of Educational Services are tasked with maintaining and enhancing site based conversations that lead to modifications, improvements of evidence-based strategies/activities directly supporting academic growth.

SMART goals will be set by the school and aligned with the comprehensive needs assessment findings. Progress monitoring updates will take part in school-based meetings and staff collaborations. Ongoing data discussions will take place in monthly meetings with CSI school administrator, assigned director, and site team educational partners. Survey data, California School Dashboard data, school climate data, attendance data, curriculum-based data, and Professional Learning Community (PLC) collaboration data from sites will be shared in school site presentations summarizing the progress and effectiveness of implementation of instruction, the evidence-based interventions, and vision for reform.

Progression into the 2025-26 school year, the District plans to support in the collection data, monitoring frequencies, and evaluation of implementation and effectiveness of the CSI site plans to support student and school improvement is as follows:

- Collecting and analyzing data from all professional development opportunities provided to staff through survey data and feedback comments that are analyzed

- Providing CSI planning teams with current student data aligned with the California School Dashboard data (ELA & math achievement data, student attendance data, discipline data, English learner assessment results on standardized and curriculum based assessments, levels of parent involvement/engagement in site meetings)
- Outcomes from the California School Dashboard, local assessment data, and District school profile data will be presented to and analyzed by educational partner groups at the schools sites and evidence-based interventions being implemented will be aligned to meet the identified data-based needs
- Analyze instructional data collected from classroom instructional visits aligned with curriculum implementation rubrics
- Directors will meet with school site leadership every month and analyze curriculum-based assessment results and site-based student data aligned with CSI plan
- Child Welfare & Attendance department will provide attendance and discipline data for the prior and current year to school sites every month and site teams will analyze the data and utilize a decision making model to carry out a root cause analysis to identify the need for increased or improved evidence-based interventions
- Sign-in sheets and surveys for parent, guardian, and family meetings, conferences, workshops, and events held on the school campuses to identify number of participants and feedback provided
- Reclassification rates for English learners and levels of implementation of designated and integrated English Language Development data will be provided to CSI site by Curriculum, Assessment, and Accountability department

Short, medium, and long term outcome data will be used to progress monitor and evaluate the implementation of the programs and services or reform strategy utilized at each school site aligned with their CSI plans:

- Child Welfare & Attendance department will provide attendance and discipline data for the prior and current year to school sites every month and site teams will analyze the data
- Sign-in sheets and surveys for parent, guardian, and family meetings, conferences, workshops, and events held on the school campuses to identify number of participants and feedback provided
- Reclassification rates for English learners and levels of implementation of designated and integrated English Language Development data will be provided to CSI sites by the Curriculum, Assessment, and Accountability department
- Data aligned with the Key Performance Indicators outlined in the CSI plan will be collected and used for ongoing progress monitoring in evaluating successful implementation

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
Board of Trustees Meetings: Administrators Parents Board Members Community Members	February 25, 2025 - Mid-Year Update June 5-19, 2025 - Public comment period June 10, 2025 - Draft Presentation & Public Hearing June 24, 2025 - Local Indicators Presentation & Board Adoption of LCAP and LEA Budget
DELAC, PAC, & ELAC: Parents	Presented metrics and solicited feedback on goals, actions, and expenditures: February 28, 2025 - Huron Middle ELAC March 10 & 17, 2025 - DELAC & PAC April 8, 2025 - Alt Ed ELAC April 24, 2025 - Huron Elementary ELAC April 29, 2025 - Bishop & Cheney ELAC Presented draft and solicited feedback: June 11 & 12, 2025 - DELAC, PAC, & Educational Partners Meeting [No questions were submitted, therefore no written response from the Superintendent was required.]
Instructional Leadership Team: Principals Administrators	March 3, 2025 - Presented metrics and solicited feedback
Site Events and Meetings: Teachers	Presented metrics and solicited feedback on goals, actions, and expenditures:

Educational Partner(s)	Process for Engagement
Other School Personnel Certificated Bargaining Unit Classified Bargaining Unit Parents Students	February 28, 2025 - Huron Middle School Site Council March 26, 2025 - Huron Elementary Cafecito with Counselors March 26, 2025 - Huron Middle School Sports Banquet March 26, 2025-Sunset Open House March 27, 2025 - Dawson Elementary Community Meeting April 1, 2025 - Cambridge Open House April 2, 2025 - Bishop School Site Council April 2, 2025 - Chesnut Open House April 8, 2025 - Cheney School Site Council April 8, 2025 - Alt Ed School Site Council April 9, 2025 - Coalinga Middle School Site Council April 9, 2025 - Huron Elementary School Open House April 10, 2025 - Coalinga High School Spring Extravaganza April 19, 2025 - Huron Elementary School Site Council April 24, 2025 - Coalinga High School Site Council May 9, 2025-Local survey to gather feedback May 22, 2025 - Sunset Elementary School Site Council
Site Staff Meetings: Teachers Certificated Bargaining Unit Classified Bargaining Unit	Presented metrics and solicited feedback on goals, metrics, and expenditures: March 11, 2025 - Huron Elementary Leadership March 12, 2025 - Huron Elementary Certificated Staff March 13, 2025 - Huron Elementary Grade Chairs March 21, 2025 - Huron Elementary Classified Staff April 2, 2025 - Alt Ed PLC April 22, 2025 - Coalinga High School Staff May 13, 2025 - Sunset Elementary Leadership
Coalinga High School ASB Leadership & SAC: Students	May 9, 2025-Local survey to gather feedback June 5, 2025 - Presented metrics and solicited feedback on goals, metrics, and expenditures. Meeting Presented Draft and solicited feedback: June 11 & 12, 2025 - SAC [No questions were submitted, therefore no written response from the Superintendent was required.]

Educational Partner(s)	Process for Engagement
SELPA	March 26, 2025 - Consultation with District SELPA representative
Equity Multiplier Site-Specific Engagement: Teachers Other School Personnel Certificated Bargaining Unit Classified Bargaining Unit Parents Students Sites included: Cambridge High, Chesnut High, Culwell Community Day	Presented metrics and solicited feedback on goals, metrics, and expenditures: April 1, 2025 - Cambridge High and Miles Culwell CDS Open House April 2, 2025 - Chesnut Open House May 22, 2025 - Local survey to gather additional feedback

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

We began gathering input from educational partners at the start of the 2024 school year, as part of the three-year LCAP development process. The following reflects feedback that continues to be consistently shared by these groups and remains important to highlight, as well as new feedback:

Action 1.1 - CTE/ROP Participation

- Feedback from students shed light on the concern that CTE participation is likely impacted by the lack of knowledge and/or understanding about pathways. Low Income and English Learner parents also indicated they need support in understanding CTE courses, pathways and how to provide support for their students. To address this concern, the District plans to invest in increased outreach including CTE Nights to target families and students.

Action 1.3 - Targeted Intervention and Instructional Support

- Students and parents expressed a need for more intervention particularly at the secondary level. An intervention teacher for Coalinga High School was added to this action and will be continued into the 25-26 school year.

Action 1.5 - STEM

-Our teachers have told us that they would like to receive training in the new CA Math Framework and NGSS.

Action 1.6 - ELA & ELD

- Continuing on the feedback relating to the need for increased intervention and support, academic coaches for the District were restructured to align with the needs of the students. Also, our staff told us that we needed to broaden our focus from English language proficiency to include targeted literacy instruction in order to address the needs of our students.

Action 1.9 - College & Career Readiness

- Student feedback from Coalinga High School enlightened us to the fact that not all students are aware of the requirements for A-G courses. To remedy this, the District in collaboration with Coalinga High School will put on College & Career Workshops.

-Educational partner feedback suggests that robust counseling services are a way to provide social emotional support.

Action 1.12-Educational Technology
-Educational partner feedback shows that these students rely on the technology and devices provided by our district to be able to access digital learning at home.

Action 1.13-Learning Recovery
-Students and parents expressed a need for high quality, effective tutoring. Staff, students and parents revealed a need for a comprehensive way that students can recover from credit deficiencies at the high school level. This action was developed, which includes tutoring and credit recovery efforts.

Action 2.3-Campus Safety
-According to educational partner feedback, which includes parents, staff and students, from our English learner and low income populations, providing a safe environment through safety personnel and products is essential to student engagement.

Action 2.4-Education Services Staff
-Educational partner feedback revealed a need to continue to implement our SEL system, including the Capturing Kids Hearts model in order to help staff build strong relationships with students, as well as, expand on our restorative practice efforts that began in 2024-25.

Goal 4-Equity Multiplier Focus Goal-Cambridge High, Chesnut High and Miles Culwell CDS
-According to educational partner feedback, there is a lack of exploratory career readiness courses at these alternative education sites. To address this need, the district will provide exploratory opportunities and exposure to colleges and careers through supplemental curricula.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Instruction CHUSD will provide ALL students with a quality education that will prepare them to be college and career ready.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed to reflect the core program provided to all students in the District. Data reflects that the District continues to provide all students with sufficient access to standards-aligned materials. Additionally, teacher continue to implement state board adopted standards and provide English leaner student access to standards to gain academic content knowledge and English Language proficiency.

The District, in collaboration with school staff, will ensure the actions aligned with the goal continue to move toward positive progress by monitoring the implementation of each action described below. The District will continue to consult with educational partners and will adjust actions as necessary if data begins to reflect a decrease in expected outcomes.

This goal was developed because student achievement data shows that Coalinga-Huron Unified School District needs to increase the academic achievement of all students, including low income, foster youth, English learners, and other student groups with an achievement gap. The actions and metrics associated with this goal were explicitly chosen to target and improve academic performance for our low income, foster youth, and English learner students populations but with all students in mind. The metrics will illustrate the year-to-year growth of both the "all students" group and individual student groups with achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Standard Implementation State standards implemented as measured by State Reflection Tool (scored from 1-5).	2023-24 Providing professional learning: 3.32 avg Aligned instructional materials: 3.64 avg Policies/programs to support staff: 2.88 avg Implementing State Board adopted academic standards: 3.12 avg Source: Local survey	2024-25 Providing professional learning: 2.8 avg Aligned instructional materials: 3.54 avg Policies/programs to support staff: 2.63 avg Implementing State Board adopted academic standards: 3.2 avg Source: Local survey		Average score of 4.5 in each section.	Providing professional learning: -0.52 Aligned instructional materials: -0.10 Policies/programs to support staff: -0.25 Implementing State Board adopted academic standards: +0.08
1.2	EL Access to State Standards EL access to state standards/ELD standards as measured by State Reflection Tool (scored from 1-5).	2023-24 ELA & ELD: 3.18 avg ELA: 3.3 avg ELD: 3.1 avg Source: Local survey	2024-25 ELA & ELD: 2.93 avg ELA: 3.01 avg ELD: 2.85 avg Source: Local survey		Average score of 4.5 in sections pertaining to ELA and ELD.	ELA & ELD: -0.25 ELA: -0.29 ELD: -0.25
1.3	CAASPP ELA Percentage of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP.	2022-23 All: 19.88% LI: 17.3% EL: 4.73% LTEL: 3.69% Homeless: 0.0% Hispanic: 18.76% Sunset - LI: 21.25% Sunset - EL: 6.07%	2023-24 All: 19.98% LI: 17.76% EL: 2.76% LTEL: 1.41% Homeless: 11.29% Hispanic: 18.12% Sunset - LI: 27.83%		Increase of 6% of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP All: 25.88% LI: 23.3%	All: +0.10% LI: +0.46% EL: -1.97% LTEL: -2.28% Homeless: +11.29% Hispanic: -0.64% Sunset - LI: +6.58%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Huron Elementary - All: 11.33% Huron Elementary - LI: 10.88% Huron Elementary - EL: 2.71% Huron Elementary - Hispanic: 11.60% Coalinga Middle - All: 15.54% Coalinga Middle - LI: 12.29% Coalinga Middle - EL: 3.13% Coalinga Middle - Hispanic: 13.50% Coalinga Middle - White: 24.69% CHS - All: 37.13% CHS - LI: 35% CHS - EL: 8.25% CHS - Hispanic: 37.07% Source: CAASPP	Sunset - EL: 1.0% Huron Elementary - All: 12.02% Huron Elementary - LI: 11.93% Huron Elementary - EL: 4.02% Huron Elementary - Hispanic: 12.21% Coalinga Middle - All: 15.84% Coalinga Middle - LI: 12.62% Coalinga Middle - EL: 0.58% Coalinga Middle - Hispanic: 13.07% Coalinga Middle - White: 29.69% CHS - All: 36.47% CHS - LI: 34.61% CHS - EL: 3.95% CHS - Hispanic: 34.77% Source: CAASPP		EL: 10.73% LTEL: 9.69% Homeless: 6.0% Hispanic: 24.76% Sunset - LI: 27.25% Sunset - EL: 12.07% Huron Elementary - All: 17.33% Huron Elementary - LI: 16.88% Huron Elementary - EL: 8.71% Huron Elementary - Hispanic: 17.60% Coalinga Middle - All: 21.54% Coalinga Middle - LI: 18.29% Coalinga Middle - EL: 9.13% Coalinga Middle - Hispanic: 19.50% Coalinga Middle - White: 30.69% CHS - All: 43.13% CHS - LI: 41% CHS - EL: 14.25% CHS - Hispanic: 43.07%	Sunset - EL: -5.07% Huron Elementary - All: +0.69% Huron Elementary - LI: +1.05% Huron Elementary - EL: +1.31% Huron Elementary - Hispanic: +0.6% Coalinga Middle - All: +0.30% Coalinga Middle - LI: +0.33% Coalinga Middle - EL: -2.55% Coalinga Middle - Hispanic: -0.43% Coalinga Middle - White: +5% CHS - All: -0.66% CHS - LI: -0.39% CHS - EL: 4.3% CHS - Hispanic: -2.3%
1.4	CAASPP Math Percentage of students scoring "Met" or "Exceeded" in Math as measured by CAASPP.	2022-23 All: 10.54% LI: 9.39% EL: 3.43%	2023-24 All: 11.82% LI: 10.67% EL: 3.44%		Increase of 6% of students scoring "Met" or "Exceeded" in	All: +1.28% LI: +1.28% EL: +0.01% LTEL: -0.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: 0.37% Homeless: 2.86% Hispanic: 9.57% Coalinga Middle - All: 6.33% Coalinga Middle - LI: 4.87% Coalinga Middle - EL: 0.52% Coalinga Middle - Hispanic: 4.74% Coalinga Middle - White: 12.20% CHS - All: 6.25% CHS - LI: 6.67% CHS - EL: 0.0% CHS - Hispanic: 6.03% Source: CAASPP	LTEL: 0.0% Homeless: 12.90% Hispanic: 10.53% Coalinga Middle - All: 8.25% Coalinga Middle - LI: 6.83% Coalinga Middle - EL: 0.0% Coalinga Middle - Hispanic: 6.05% Coalinga Middle - White: 21.54% CHS - All: 6.64% CHS - LI: 5.74% CHS - EL: 0.0% CHS - Hispanic: 5.66% Source: CAASPP		Math as measured by CAASPP All: 16.54% LI: 15.39% EL: 9.43% LTEL: 6.37% Homeless: 8.86% Hispanic: 15.57% Coalinga Middle - All: 12.33% Coalinga Middle - LI: 10.87% Coalinga Middle - EL: 6.52% Coalinga Middle - Hispanic: 10.74% Coalinga Middle - White: 18.20% CHS - All: 12.25% CHS - LI: 12.67% CHS - EL: 6.0% CHS - Hispanic: 12.03%	Homeless: +10.04% Hispanic: +0.96% Coalinga Middle - All: +1.92% Coalinga Middle - LI: +1.96% Coalinga Middle - EL: -0.52% Coalinga Middle - Hispanic: +1.31% Coalinga Middle - White: +9.34% CHS - All: +0.39% CHS - LI: -0.93% CHS - EL: maintained CHS - Hispanic: -0.37%
1.5	A-G Completion Percentage of graduation cohort with successful course completion of A-G courses.	2022-23 All: 22.5% LI: 21.8% EL: 10.1% Source: California School Dashboard Additional Reports	2023-24 All: 17.8% LI: 17.5% EL: 8.4% Source: California School Dashboard Additional Reports		40% of of graduation cohort with successful course completion of A-G courses. All: 40% LI: 40% EL: 40%	All: -4.7% LI: -4.3% EL: -1.7%
1.6	CTE Pathway Completion	2022-23	2023-24		65% of graduation cohort who	All: +0.4% LI: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of graduation cohort who competed at least one CTE pathway.	All: 46.9% LI: 45.6% EL: 33% Source: California School Dashboard Additional Reports	All: 47.3% LI: 46.7% EL: 32.1% Source: California School Dashboard Additional Reports		competed at least one CTE pathway. All: 65% LI: 65% EL: 65%	EL: -0.9%
1.7	EL Progress Percentage of English learners making progress towards English language proficiency.	2022-23 43.4% Source: California School Dashboard	2023-24 43.3% Source: California School Dashboard		60% of all English learners making progress toward English proficiency.	-0.01%
1.8	EL Reclassification Rate Percentage of EL students reclassified as English language proficient.	2022-23 8% Source: Local Records	2023-24 12.68% Source: CALPADS & DataQuest		12% English learner reclassification rate.	+4.68%
1.9	AP/Dual Enrollment Participation & Success Percentage of students in grades 9-12 enrolled in AP courses, enrolled in dual enrollment courses, and percentage of students scoring a "3" or higher on AP exams.	2022-23 Participation: 12% Source: CALPADS Scored "3" or higher All: 41.1% LI: 37.3% EL: 40% Source: Local records	2023-24 AP Participation: 10.37% Dual Enrollment Participation: 26.9% Source: CALPADS Scored "3" or higher All: 45.83% LI: 48.86% EL: 37.5% Source: Local records		Increase participation in AP and Dual Enrollment courses by 6%. 60% of students in AP courses scoring "3" or higher on AP exams. All: 60% LI: 60% EL: 60%	AP Participation: -1.63% Scored "3" or higher All: +4.73% LI: +11.56% EL: -2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	EAP ELA Percentage of students scoring "Ready" or higher in English Language Arts on the EAP.	2022-23 All: 20.1% LI: 16.4% EL: 0% Source: Aeries Analytics	2023-24 All: 30.7% LI: 28.3% EL: 2.6% Source: CAASPP		35% of students scoring "Ready" or higher in English Language Arts on the EAP. All: 35% LI: 35% EL: 35%	All: +10.6% LI: +11.9% EL: +2.6%
1.11	EAP Math Percentage of students scoring "Ready" or higher in Math on the EAP.	2022-23 All: 1.3% LI: 0.63% EL: 0% Source: Aeries Analytics	2023-24 All: 5.4% LI: 4.5% EL: 0% Source: CAASPP		10% of students scoring "Ready" or higher in Math on the EAP. All: 10% LI: 10% EL: 10%	All: +4.1% LI: +3.87% EL: maintained
1.12	Broad Course of Study Student access and enrollment to a broad course of study as measured by analysis of school site master schedule and percentage of students in grades 7-12 enrolled in elective courses.	2022-23 Access: 100% Enrollment: 68% Source: CALPADS	2023-24 Access: 100% Enrollment: 93% Source: CALPADS		100% access to broad course of study. 80% enrollment in electives.	Access to broad course of study: maintained Enrollment in electives: +25%
1.13	Graduation Rate Percentage of students in four-year adjusted cohort who earned their diploma.	2022-23 All: 88.1% LI: 87.4% EL: 76.9% Source: DataQuest	2023-24 All: 84% LI: 84.7% EL: 76.2% Source: Dataquest		95% graduation rate for students in the adjusted four-year cohort. All: 95% LI: 95%	All: -0.6% LI: -2.7% EL: -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL: 95%	
1.14	A-G & CTE Percentage of graduation cohort who are A-G ready and completed at least one CTE pathway.	2022-23 All: 17% LI: 16.3% EL: 7.1% Source: California School Dashboard Additional Reports	2023-24 All: 14.3% LI: 14.2% EL: 6.9% Source: California School Dashboard Additional Reports		30% students in the adjusted four-year cohort both A-G eligible and have completed at least one CTE pathway. All: 30% LI: 30% EL: 30%	All: -2.7% LI: -2.1% EL: -0.2%
1.15	CAST Percentage of students scoring "Met" or "Exceeded" in Science as measured by CAST	2022-23 All: 12.65% LI: 10.67% EL: 0.87% Source: CAASPP	2023-24 All: 10.08% LI: 8.21% EL: 0.25% Source: CAASPP		Increase of 6% of students scoring "Met" or "Exceeded" in Science as measured by CAST All: 18.65% LI: 16.67% EL: 6.87%	All: -2.57% LI: -2.46% EL: -0.62%
1.16	CCI Percentage of students considered "prepared" for college or career upon high school graduation		2023-24 All: 30.2% LI: 28.6% EL: 11.1% Source: California School Dashboard		Increase of 6% of students considered "prepared" for college or career upon high school graduation All: 36.2% LI: 34.6% EL: 17.1%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

Coalinga Huron Unified successfully implemented all 13 actions under Goal 1, helping to achieve our goal of providing all students with high-quality education that prepares them for college and careers. While staffing shortages, rising costs, and budget pressures required strategic adjustments, such as leveraging alternative funding and in-house expertise, the district adapted effectively to endure increased services and expanded opportunities for students.

The following actions were implemented according to plan:
1.1-CTE Participation
1.5-STEM
1.8-Library Services
1.13-Physical Fitness Test

Challenges: The district did experience challenges in hiring for some positions resulting in material differences for certain actions that required additional staff. We also saw the use of other one-time funding sources, increase in certificated and classified salaries, as well as the continued increase in materials and supply costs impact the budget which have created substantive differences in some actions.

The following actions were implemented but show material differences:
1.2-Access to Visual and Performing Arts (staff, materials, and services costs increased above what was budgeted)
1.3-Targeted Intervention and Instructional Support (increase to salaries)
1.4-Alternative Education Program (decrease to salary costs due to losing two staff members mid-year, using long-term subs to cover the positions instead of hiring)
1.6-ELA and ELD Support (use of other one-time funds for materials, late hire of some reading intervention aides)
1.7-Advanced Placement Courses (increase to salaries and materials costs)
1.9-College and Career Readiness (use of other one-time funds)
1.10-Professional Development for All Staff (increase to professional services and materials costs)
1.11-Site-Specific Professional Development (use of in-house staff to provide professional development)
1.12-Educational Technology (decrease in device repair/replacement costs)

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.

Due to increases in salaries, costs of professional services and materials, CHUSD experienced higher expenditures resulting in under-budgeting for the following actions:
1.2-Access to Visual and Performing Arts (staff, materials, and services costs increased above what was budgeted)
1.3-Targeted Intervention and Instructional Support (PE and Intervention teachers)
1.7-Advanced Placement Courses (AP teachers and materials costs)
1.10-Professional Development for All Staff (professional service contracts)

Due to the use of other funds, including one-time monies, utilizing in-house personnel, reduced costs, and experiencing a delay in hiring staff members, the following actions were over-budgeted:
1.4- Alternative Education Program (decrease to salary costs due to losing two staff members mid-year, using long-term subs to cover the positions instead of hiring)
1.6-ELA and ELD Support (materials and supplies, reading intervention aides)
1.9-College and Career Readiness (materials and supplies, guest speakers)
1.11-Site-Specific Professional Development (utilizing in-house personnel for pd)
1.12-Educational Technology (decrease in device repair/replacement costs)

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

The metrics and actions outlined in Goal 1 helped make progress toward CHUSD's goal: to provide all students with a quality education that will prepare them to be college and career ready. The LEA used the following rating scale to determine the effectiveness of the actions to achieve the stated goal. Ratings were based on analysis of metrics and input from educational partners. 1-Not Effective; 2-Somewhat Effective; 3-Mostly Effective; 4-Effective

Action: 1.1 CTE Participation
Metric 1.5 A-G Completion
2022-2023 (Baseline): 22.5% (All), 21.8% (LI), 9.8% (EL)
2023-2024: 17.8% (All), 17.5% (LI), 8.4% (EL)
Metric 1.6 CTE Pathway Completion
2022-2023(Baseline): 46.9% (All), 45.6% (LI), 33% (EL)
2023-2024: 47.3% (All), 46.7% (LI), 32.1% (EL)
Metric 1.14 A-G Ready and CTE Pathway Completed
2022-2023 (Baseline): 17% (All), 16.3% (LI), 7.1 (EL)
2023-2024: 14.3% (All), 14.2% (LI), 6.9% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, CTE supplemental materials, teachers and training produced mixed results. According to the results on the 2024 Dashboard, the district's English learner students saw a 0.9% dip in CTE pathway completion rates, yet there were slight increases of 0.4% and 1.1% for the All and Low Income student groups respectively. We experienced more significant decreases in the rates of students who were considered A-G Ready and had completed a CTE Pathway with All students decreasing 2.7%, Low Income students decreasing 2.1%, and English Learner students decreasing 0.2%. In addition, we see in Metric 1.5 that overall, A-G completion rates alone decreased across all student groups. According to our educational partner feedback, 22% of student respondents do not know what CTE is or what pathways are offered at Coalinga High School and our low income and English learner parents need support in understanding CTE courses and how they can support their student/s. Due to these mixed results and our educational partner feedback, Coalinga High School will continue to host a CTE event to showcase and educate students and parents on the courses/pathways offered. This event will be designed to encourage as many parents and students to attend by hosting at a convenient time, providing transportation between our communities, and providing translated materials and presentations, as well as, a digital presentation of all courses/pathways to be shared through parent communication systems for those who could not attend.

Action: 1.2 Access to Visual and Performing Arts
Metric 1.12 Access and Enrollment in Broad Course of Study
2022-2023 access(Baseline): 100%
2022-2023 6-12 elective enrollment (Baseline): 68%
2023-2024 access: 100%
2023-2024 6-12 elective enrollment: 93%
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98%(All), 17.76% (LI), 2.76% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
Metric 2.9 Student Connection
2022-2023 CHKS (Baseline): 43% (students), 81% (parents), 86% (staff)
2023-2024 Local Survey: 30% (students), 71% (parents), 57% (staff
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, access to visual and performing arts has consistently increased. Secondary school sites Master Schedules have provided 100% access to a broad course of study and the percentage of students in grade 6-12 enrolled in elective courses, including visual and performing arts courses, has increased from 68% at the baseline to 93% in 2023-24. We also see increases in all student groups scoring Met or Exceeded on CAASPP Math and ELA with the exception of the English Learner student group who decreased by 1.97% in ELA. The increases in these academic metrics support the transferability of skills gained in Visual and Performing Arts courses to other academic subjects. However, we saw a decrease in student connectedness percentages, which we attribute partially to a shift away from California Healthy Kids Survey to a Local Survey, but still indicates a need to continue addressing access and engagement in VAPA courses.

Action: 1.3 Targeted Intervention

Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL), 0.0% (HO)
2023-2024: 19.98%(All), 17.76% (LI), 2.76% (EL), 11.29%(HO)
2022-2023 Coalinga High School (Baseline): 35% (LI), 8.25% (EL)
2023-2024 Coalinga High School: 34.61% (LI), 3.95% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL), 2.86% (HO)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL), 12.90% (HO)
2022-2023 Coalinga High School (Baseline): 6.67% (LI), 0.0% (EL)
2023-2024 Coalinga High School: 5.74% (LI), 0.0% (EL)
Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our targeted intervention action has been somewhat effective in increasing CAASPP Met and Exceeded standards scores. Overall, we see increases for our Low Income population of 0.46% in ELA and 1.28% in Math yet showed a slight decline in both areas at the Coalinga High School site level. On the other hand, our English Learner student population showed a decline in ELA from 4.73% to 2.76% at the district level and a 4.3% decline at the Coalinga High School site level. In Math, our English Learner population increased 0.01% at the district level, yet was stagnant at the Coalinga High School site level. The mixed results support continuing with our plan for Elementary site administrators to monitor this action, since the PE teachers are provided through this action at their sites to allow interventions, ensuring that targeted intervention is taking place with fidelity by keeping record of students in each class attending sessions and their progress. The district will continue to provide a designated Intervention Teacher at Coalinga High School, as well as supplemental materials, to provide targeted intervention in the areas of Math and ELA, based on student need, during the school day as part of the master schedule.

Action: 1.4 Alternative Education Program
Metric 1.5 A-G Completion
2022-2023 (Baseline): 22.5% (All), 21.8% (LI), 9.8% (EL)
2023-2024: 17.8% (All), 17.5% (LI), 8.4% (EL)
Metric 1.13 Graduation Rate
2022-2023 (Baseline): 88.1% (All), 87.4% (LI), 76.9% (EL)
2023-2024: 84% (All), 84.7% (LI), 76.2% (EL)
Metric 2.2 High School Drop Out Rate
2022-2023 (Baseline): 1.98% (All), 1.78% (LI), 3.02% (EL)
2023-2024: 3.1% (All), 3.56% (LI), 4.9% (EL)
Effectiveness of Action: Not Effective

Analysis: According to the cited metrics, the Alternative Education Program has not been effective when it comes to increasing graduation rates and A-G course completion rates for our English learner and low income students. Over the past year, these subgroups have not made progress in graduation and have also experienced decreases in achievement in A-G course completion rates. In addition, we have seen increases in high school drop out rates. We will continue to implement programs that increase low income and English learner student engagement, such as project-based learning, extracurricular activities, and college/career readiness workshops, recognize and reward

milestones to keep students motivated, as well as, encourage and facilitate parental involvement and create strong partnerships with community organizations that can provide additional resources and support for students and their families.

Action: 1.5 STEM
Metric 1.4 CAASPP Math Met and Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
2022-2023 Coalinga High School (Baseline): 6.25% (All), 6.67% (LI), 0.0% (EL)
2023-2024 Coalinga High School: 6.64% (All), 5.74% (LI), 0.0% (EL)
2022-2023 Coalinga Middle School (Baseline): 6.33% (All), 4.87% (LI), 0.52% (EL)
2023-2024 Coalinga Middle School: 8.25% (All), 6.83% (LI), 0.0% (EL)
Metric 1.15 CAST Met and Exceeded
2022-2023 (Baseline): 12.65% (All), 10.67% (LI), 0.87% (EL)
2023-2024: 10.08% (All), 8.21% (LI), 0.25% (EL)
Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our STEM action was somewhat effective in increasing CAASPP Math results. Notably, at the district level our English Learner, Low Income, and all student populations increased their met or exceeded standard. However, at Coalinga High School, Low Income students decreased by 2.2% their met or exceeded standard and their English Learner students scoring met or exceeded remained at 0.0% but their all student group increased slightly. These noted increases, we credit as the result of a district wide Math Coach and the professional development provided throughout the year. Meanwhile, Coalinga Middle School saw an increase in CAASPP Math met or exceeded scores for all students and their Low income students but the English learner student group dropped 0.52%. This is the first year CAST has been included as a metric and, unfortunately, we saw a decrease across the student groups; all, low income, and English learner students. We will need to strengthen our Science instructional support as we continue this action next year.

Actions: 1.6 ELA and ELD Support
Metric 1.1 State Standards Implementation
2023-2024 (Baseline): 3.32 avg (Providing PL), 3.64 avg (Aligned Instructional Materials), 2.88 avg (Policies/Programs to support staff), 3.12 avg (Implementing state/board adopted academic standards)
2024-2025: 2.8 avg (Providing PL), 3.54 avg (Aligned Instructional Materials), 2.63 avg (Policies/Programs to support staff), 3.2 avg (Implementing State/Board adopted academic standards)
Metric 1.2 EL Access to State Standards
2023-2024 (Baseline): 3.18 avg (ELA & ELD), 3.3 avg (ELA), 3.1 avg (ELD)
2024-2025: 2.93 avg (ELA & ELD), 3.01 avg (ELA), 2.85 avg (ELD)
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI), 4.73% (EL), 3.69% (LTEL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL), 1.41% (LTEL)
2022-2023 Sunset Elementary (Baseline): 24.82% (All), 21.25% (LI), 6.07% (EL)
2023-2024 Sunset Elementary: 31.16% (All), 27.83% (LI), 1.0% (EL)
2022-2023 Coalinga Middle School (Baseline): 15.54% (All), 12.29% (LI), 3.13% (EL)

2023-2024 Coalinga Middle School: 15.84% (All), 12.62% (LI), 0.58% (EL)
2022-2023 Huron Elementary (Baseline): 11.33% (All), 10.88% (LI), 2.71% (EL)
2023-2024 Huron Elementary: 12.02% (All), 11.93% (LI), 4.02% (EL)
Metric 1.7 EL Progress Toward English Proficiency
2022-2023 (Baseline): 43.4%
2023-2024: 43.3%
Metric 1.8 EL Reclassification Rate
2022-2023 (Baseline): 8%
2023-2024: 12.68%
Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our ELA and ELD Support action has been somewhat effective. The district experienced consistent increases in CAASPP ELA met or exceeded scores for all students and low income students district wide and at Sunset Elementary, Coalinga Middle School, and Huron Elementary. Sunset Elementary experienced the most significant increases with all students gaining 6.34% and low income students gaining 6.58%. Huron Elementary experienced increases in English learner students scoring met or exceeded on CAASPP ELA while district wide, Sunset Elementary and Coalinga Middle School saw decreases in this student group. There was also a slight decrease, 0.1%, in EL progress and a 1.9% decrease in reclassification rates for 2023-24. The district also experienced slight decreases in the average scores of the state reflection tool in regards to providing professional learning, standards aligned materials, policies and programs to support staff, and EL access to standards but an increase in percentage of implementing state.board adopted academic standards. We attribute the decreases to the rewording of the questions on our survey to more closely match the local indicator reflection tool language. We began implementation of explicit literacy skills development training with our instructional coaches which contributed to some of the effectiveness of this action. We will continue that implementation by scoping out to include Kindergarten and First grade teachers to increase the impact. We have also noticed the decrease in academic achievement of our English learner student group as our reclassification rate increased over the past few years and will be diagnosing how to support our lower academic level and long term English learners more effectively.

Action: 1.7 Advanced Placement Courses
Metric 1.9 AP Participation and Success
2022-2023 AP Exams scoring 3 or higher (Baseline): 41.1% (All), 37.3% (LI), 40% (EL)
2022-2023 AP Participation (Baseline): 12% (All)
2023-2024 AP Exams scoring 3 or higher: 45.83% (All), 48.86% (LI), 37.5% (EL)
2023-2024 AP Participation:10.37%
Effectiveness of Actions: Somewhat Effective

Analysis: According to the cited metrics, this action targeting participation and success in Advanced Placement courses was somewhat effective. While the district’s percentage of all and low income students passing the AP exams with a 3 or higher increased 4.73% and 11.56% respectively, our English learner group declined 2.5% as did the overall participation rate from 12% to 10.37%. We attribute the decline in participation to an increase in dual enrollment course offerings and enrollment. We will add Dual Enrollment participation percentage as a metric to further track effectiveness as well as in the action to support student success. The district will continue to implement a proactive APand Dual Enrollment outreach and support program that specifically targets underrepresented and potentially high-

achieving students. This program would aim to identify, encourage, and support students who have the potential to succeed in AP and Dual Enrollment but may not currently be considering or enrolling in them.

Action: 1.8 Library Services
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL)
Metric Educational Partner Feedback
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our Library Services action was mostly effective. The district experienced increases in all students and low income students scoring met or exceeded on CAASPP ELA, while the English learner student group saw a decrease of 1.97%. Our educational partner feedback still communicates the need for increased access to literary resources for our low income and English learner students The district will continue to ensure that all books in the five district libraries are labeled with reading levels that correlate to the reading levels given on our local literacy skill and reading benchmark assessments, therefore, providing students with texts at their level to read and that the opportunity to assess low income and English learner students' comprehension of books read is provided in the libraries, resulting in earning rewards to encourage student participation.

Action: 1.9 College and Career Readiness Supplemental Materials
Metric 1.5 A-G Completion
2022-2023 (Baseline): 22.5% (All), 21.8% (LI), 10.1% (EL)
2023-2024: 17.8% (All), 17.5% (LI), 8.4% (EL)
Metric 1.13 Graduation Rate
2022-2023 (Baseline): 88.1% (All), 87.4% (LI), 76.9% (EL)
2023-2024: 84% (All), 84.7% (LI), 76.2% (EL)
Metric 2.1 Middle School Dropout Rate
2022-2023 (Baseline): 0.09% (All), 0.0% (LI), 0.0% (EL)
2023-2024: 0.49% (All), 0.55% (LI), 0.53% (EL)
Metric 2.2 High School Dropout Rate
2022-2023 (Baseline): 1.98% (All), 1.78% (LI), 3.02% (EL)
2023-2024: 3.11% (All), 3.56% (LI), 4.9% (EL)
Effectiveness of Action: Not Effective

Analysis: According to the cited metrics, our College and Career readiness action was not effective. We saw decreases of successful A-G completion in all students, English learner and low income students, as well as, graduation rates for English learners and low income students. In addition, we also saw an increase in dropout rates for both middle and high school students with the highest rate increasing by 1.88% for our high school English learner group. Although we implemented this action as written, we will increase the emphasis on guest speakers for career paths of interest to our secondary students and provide visits to such career areas to increase engagement.

Action: 1.10 Professional Development for all Certificated Staff, Action: 1.11 Site Specific Professional Development, Action 1.12 Educational Technology
Metric 1.1 State Standard Implementation
2023-2024 (Baseline): 3.32 avg (Providing PL), 3.64 avg (Aligned Instructional Materials), 2.88 avg (Policies/Programs to support staff), 3.12 avg (Implementing state/board adopted academic standards)
2024-2025: 2.8 avg (Providing PL), 3.54 avg (Aligned Instructional Materials), 2.63 avg (Policies/Programs to support staff), 3.2 avg (Implementing State/Board adopted academic standards)
Metric 1.2 EL Access to State Standards
2023-2024 (Baseline): 3.18 avg (ELA & ELD), 3.3 avg (ELA), 3.1 avg (ELD)
2024-2025: 2.93 avg (ELA & ELD), 3.01 avg (ELA), 2.85 avg (ELD)
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our professional development actions and educational technology action have been mostly effective in producing an increase in CAASPP ELA and Math scores.For both CAASPP ELA and Math, all students and low income students increased the percentage scoring met or exceeded. Our English learner students increased minimally in the percentage scoring met or exceeded on CAASPP Math but decreased by 1.97% those scoring met or exceeded on CAASPP ELA. The district also experienced slight decreases in the average scores of the state reflection tool in regards to providing professional learning, standards aligned materials, policies and programs to support staff, and EL access to standards but an increase in percentage of implementing state.board adopted academic standards. We attribute the decreases to the rewording of the questions on our survey to more closely match the local indicator reflection tool language. The district will ensure that ongoing professional development includes aligning curriculum and instruction with state standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also continue to support teachers with using these protocols to drive instructional decisions and develop action plans for addressing identified gaps.

Action: 1.13 Physical Fitness
Metrics: 1.13 Percentage students participating in the Physical Fitness Test (PFT)
2022-2023 (baseline): 98% (All), 99% (Grade 5), 99% (Grade 7), 96% (Grade 9)
2023-2024: 98.8% (All)
Metric Educational Partner Feedback
Effectiveness of Actions: Effective

Analysis: According to the cited metrics, this action has increased participation in the annual Physical Fitness Test in all three tested grade levels and district wide. Our desired outcome for this action is to reach 100% participation by 2026-27, we are short of this goal by only 1.2% in 2024-25. Educational partner feedback does not call out that providing a weight room attendant at Coalinga High School weight room is affecting the participation rate in the physical fitness test at the 5th and 7th grade levels. We believe the success in increasing participation

rates district wide is the result of our Physical Education teachers' diligence in assuring all students are tested. We will be eliminating this action.

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

The following ACTIONS have been adjusted for Goal 1:
1.2-Art teachers and music teachers now listed as visual and performing arts teachers
1.3-Added supplemental intervention materials/supplies and professional development for intervention staff
1.4-Added Educational Partner Feedback as a metric to measure effectiveness
1.7-Included support for Dual Enrollment course participation
1.9-Added Educational Partner Feedback as a metric to measure effectiveness
1.13-eliminated Physical Fitness Test action
Added this action
1.13-Learning Recovery to address learning loss with remaining Learning Recovery Emergency Block Grant funds.

The following METRICS have been adjusted for Goal 1:
1.3-Target for Year 3 Outcome changed from 3% to 6%
1.4-Target for Year 3 Outcome changed from 3% to 6%
1.8-Changed source from Local Records to CALPADS & DataQuest
1.9-Added Dual Enrollment participation for 9-12 grades
1.10-Changed data source from Aeries Analytics to CAASPP
1.11-Changed data source from Aeries Analytics to CAASPP
1.13-Eliminated Physical Fitness Test participation metric
1.14-Target for Year 3 Outcome changed from 93% to 95%
1.16-Target for Year 3 Outcome changed from 3% to 6%
1.14-Renumbered to 1.13
1.15-Renumbered to 1.14
1.16-Renumbered to 1.15
1.16-added CCI as a new metric

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CTE/ROP Participation	To support CTE/ROP Participation, CHUSD will provide the following: CTE supplemental course materials CTE teachers CTE teacher professional development	$1,300,642.55	Yes
1.2	Access to Visual and Performing Arts	To support access to Visual and Performing Arts, CHUSD will provide: 4 middle school visual and performing arts teachers 1 high school visual and performing arts teachers VAPA supplemental materials Professional development for VAPA teachers	$622,473.00	Yes
1.3	Targeted Intervention & Instructional Support	To address the achievement gaps for our LI and EL students, CHUSD will provide: PE teachers at the elementary sites Intervention teacher at CHS Supplemental Intervention Materials Intervention Staff Professional Learning This action will address the following LEA level and Coalinga High School red indicators on the 2023 CA Dashboard: LEA-ELA Achievement English Learner, Socioeconomically Disadvantaged, Homeless LEA-Math Achievement English Learner, Socioeconomically Disadvantaged, Homeless Coalinga High School-ELA Achievement English Learner, Socioeconomically Disadvantaged Coalinga High School-Math Achievement	$715,128.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner, Socioeconomically Disadvantaged		
1.4	Alternative Education Program	In order to support low income and EL students attending Alternative Education programs, CHUSD will provide: Alternative Education administrator Alternative Education counselor Alternative Education teachers Alternative Education support staff Alternative Education program materials	$1,778,722.00	Yes
1.5	STEM	To support higher achievement in science and math, CHUSD will provide: Science professional development for teachers Math professional development for teachers District Math Coach Supplemental materials and supplies This action will address the following LEA level and Site level Red Indicators on the 2023 CA Dashboard: Math Achievement All students, English Learner students, Socio-economically disadvantaged students Coalinga Middle School-Math Achievement All students, English Learner students, Socio-economically disadvantaged students Coalinga High School-Math Achievement All students, English Learner students, Socio-economically disadvantaged students	$190,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	ELA and ELD Support	To support progress in English proficiency and English Language Arts for our EL and LTEL students, CHUSD will provide: ELA professional development for teachers ELD professional development for teachers EL intervention teachers Academic support coaches Reading intervention aides District Literacy Coach Supplemental materials and supplies This action will address the following LEA level and Site level Red Indicators on the 2023 CA Dashboard: ELA Achievement: All students, English Learner students, Socio-economically Disadvantaged students Sunset Elementary-ELA Achievement English Learner students, Socio-economically disadvantaged Huron Elementary-ELA Achievement All students, English learner students, Socio-economically disadvantaged students Coalinga Middle School-ELA Achievement All students, English learner students, Socio-economically disadvantaged students	$4,196,506.10	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Advanced Placement and Dual Enrollment Courses	To support participation and success in Advanced Placement courses, CHUSD will provide: AP teachers Professional development for AP and Dual Enrollment teachers Supplemental materials	$412,644.00	Yes
1.8	Library Services	To support ELA and reading achievement, CHUSD will provide: Library Media Teachers Library materials and supplies Library Technicians Library books Library online databases Professional development and support for Library Media Teachers and Library Technicians	$863,351.00	Yes
1.9	College and Career Readiness	To support the achievement of college and career readiness, CHUSD will provide: Supplemental instructional materials Guest speakers Campus visits Career visits Post-secondary awareness events Middle and high school counselors	$1,198,790.00	Yes
1.10	Professional Development for All Staff	To support increased student achievement on state and local assessments, CHUSD will provide: Professional development for all staff	$190,517.59	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Site-Specific Professional Development	To support increased student achievement on state and local assessments, CHUSD will provide: Professional development for teachers Professional development materials and supplies Support staff (site admin assistant) additional work time to organize PD	$50,000.00	Yes
1.12	Educational Technology	To support students access to state adopted standards and curriculum, CHUSD will provided: Student technology devices Software Maintenance Hardware replacement/repair Supplemental licenses Classroom technology devices Cloud-based LMS (Seesaw Learning & Google Classroom) Technology staff	$2,908,728.00	Yes
1.13	Learning Recovery	LREBG Action CHUSD will support students to accelerate academic proficiency in ELA and Math performance among our Hispanic, Low Income, English Learner, Long Term English Learner and students with disabilities populations with: Tutoring: Research shows that tutoring, especially high-impact or high-dosage programs, is one of the most effective strategies for improving student academic outcomes. Its benefits are especially pronounced for students from low-income backgrounds, those with learning gaps, and early-grade learners. Implementing structured, frequent, and curriculum-aligned tutoring sessions can lead to substantial gains in reading and math proficiency.	$1,145,855.00	No

Action #	Title	Description	Total Funds	Contributing
		Expanded Learning Opportunities including summer school and after school: Research shows extended learning opportunities can substantially boost academic achievement, particularly in math and literacy, when they are thoughtfully designed and implemented with fidelity. A few important elements of successful programs are qualified instructors, structured and curriculum-aligned activities, and targeted support for students with specific needs. Early Intervention and literacy programs: Research shows that early intervention and literacy programs are instrumental in accelerating student achievement. Implementing comprehensive, evidence-based strategies that involve educators, communities, and families can significantly enhance literacy outcomes and set students on a path toward academic success. Professional development and coaching focused on the English and Math frameworks: Research shows that targeted professional development and instructional coaching in ELA and mathematics are effective in accelerating student achievement. By focusing on content-specific strategies, fostering collaborative environments, and providing sustained support, schools can effectively enhance teaching practices and student learning outcomes. Instructional software to support credit deficient pupils to complete graduation or grade promotion requirements: Research shows that combining a credit recovery program with early warning systems, and targeted interventions can effectively support credit-deficient students in meeting graduation requirements. Tailoring these strategies to the specific needs of students and schools can enhance their effectiveness and contribute to higher graduation rates. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments for pupil learning: Research shows that strategic integration of diagnostic, progress monitoring, and benchmark assessments creates a comprehensive framework for supporting student achievement. Assisting educators in identifying student individual needs and evaluating their instructional practices. Building upon the needs assessment pursuant to Ed Code 32526 (c)(2) F		

Action #	Title	Description	Total Funds	Contributing
		While we have made progress, we remain committed to address the challenges that emerged as a result of the pandemic. The metrics being used to monitor this action are CAASPP, ELA and Math, as well as Educational Partner Feedback. LREBG Funds supporting this action: $1,145,855.00 for the 2025-2026 school year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Culture and Climate CHUSD will maintain an inviting and safe environment conducive to learning for ALL students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is a broad goal intended to provide safe and welcoming schools. Enhancing culture and climate with social/emotional supports for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, and decrease suspension rates. The following actions and metrics grouped together will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Middle School Dropout Rate	2022-23 All: 0.09% LI: 0% EL: 0% Source: CALPADS	2023-24 All: 0.49% LI: 0.55% EL: 0.53% Source: CALPADS		0% of students in middle school dropping out as well as low income, foster youth, and English learners.	All: +0.40% LI: +0.55% EL: +0.53%
2.2	High School Dropout Rate	2022-23 All: 1.98% LI: 1.78% EL: 3.02% Source: CALPADS	2023-24 All: 3.1% LI: 3.56% EL: 4.9% Source: CALPADS		No more than 1% of students in high school dropping out as well as low income, foster youth, and English learners.	All: +1.12% LI: +1.78% EL: +1.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Parent Engagement Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.	2023-24 School actively seeks input: 68% School allows input and welcomes contributions: 81% Source: California School Parent Survey	2024-25 School actively seeks input: 57% School allows input and welcomes contributions: 64% Source: Local Survey		80% of parents surveyed "Agree" or "Strongly Agree" schools actively seek input. 90% of parents surveyed "Agree" or Strongly Agree" school all and welcome contributions.	School actively seeks input: -11% School allows input and welcomes contributions: -17%
2.4	Attendance Rate Attendance percentage as measured by District average daily attendance.	2022-23 All: 90.62% LI: 91.25% EL: 91.09% FY: 87.79% Source: Aeries	2023-24 All: 91.9% LI: 92.4% EL: 92.5% FY: 89.5% Source: Aeries		95% average attendance district-wide for all students as well as low income, foster youth, and English learners.	All: +1.28% LI: +1.15% EL: +1.41% FY: +1.71%
2.5	Chronic Absenteeism Percentage of students with 10% or more absences.	2022-23 All: 33.5% LI: 34.8% EL: 32.8% FY: 52% Asian: 24.4% Source: DataQuest	2023-24 All: 29.3% LI: 30.5% EL: 28% FY: 38.9% Asian: 31.1% Source: DataQuest (CDE)		15% of all students considered chronically absent, including low income, foster youth, Asian, and English learners.	All: -4.2% LI: -4.3% EL: -4.8% FY: -13.1% Asian: +6.7%
2.6	Expulsion Rate Percentage of students expelled (unduplicated).	2022-23 0.0% Source: DataQuest	2023-24 0.7% Source: DataQuest (CDE)		0% of students expelled	+0.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate Percentage of students with at least one day of suspension.	2022-23 All: 6.6% LI: 7% EL: 8.3% FY: 20% SWD: 10.1% Coalinga Middle - All: 13% Coalinga Middle - LI: 13.9% Coalinga Middle - EL: 15.4% Coalinga Middle - SWD: 13.2% Coalinga Middle - Hispanic: 12.4% Coalinga Middle - White: 16% CHS - LI: 10.2% CHS - EL: 15.9% CHS - SWD: 19.9% CHS - Hispanic: 10.5% Source: DataQuest	2023-24 All: 7.5% LI: 7.9% EL: 7.9% FY: 21.4% SWD: 11.7% Coalinga Middle - All: 13.5% Coalinga Middle - LI: 14.2% Coalinga Middle - EL: 10.6% Coalinga Middle - SWD: 17.7% Coalinga Middle - Hispanic: 13% Coalinga Middle - White: 16.9% CHS - LI: 10.5% CHS - EL: 12.2% CHS - SWD: 21.7% CHS - Hispanic: 9.9% Source: DataQuest (CDE)		No more than 3% of all students with at least one day of suspension, including low income foster youth, English learners, and Students with Disabilities district-wide. No more than 7% of all students at Coalinga Middle School with at least one day of suspension, including low income, Students with Disabilities, Hispanic, White, and English learners. No more than 7% of low income, English learners, students with disabilities, and Hispanic students at Coalinga High School with at least one day of suspension.	All: +0.9% LI: +0.9% EL: -0.4% FY: +1.4% SWD: +1.6% Coalinga Middle - All: +0.5% Coalinga Middle - LI: +0.3% Coalinga Middle - EL: -4.8% Coalinga Middle - SWD: +3.8% Coalinga Middle - Hispanic: +0.6% Coalinga Middle - White: +0.9% CHS - LI: +0.3% CHS - EL: -3.7% CHS - SWD: +1.8% CHS - Hispanic: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Safety Percentage of elementary students, staff members, and parents who feel safe at school.	2023-24 Students: 74% Staff: 87% (student safety), 87% (staff safety) Parents: 78% Source: California Healthy Kids Survey	2024-25 Students: 64% Staff: 63% (student safety), 63% (staff safety) Parents: 59% Source: Local Survey		90% of students and parents feeling safe. 95% of staff feeling safe.	Students: -10% Staff: -24% (student safety), -24% (staff safety) Parents: -19%
2.9	Student Connection Percentage of secondary students, parents, and staff who feel connected to school.	2023-24 Students: 43% Parents: 81% Staff: 86% Source: California Healthy Kids Survey	2023-24 Students: 30% Parents: 71% Staff: 57% Source: Local Survey		65% of students feeling connected. 90% of parents feeling connected. 95% of staff feeling connected.	Students: -13% Parents: -10% Staff: -29%

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.

Coalinga Huron Unified implemented all seven actions under Goal 2, meeting the goal to provide an inviting and safe environment conducive to learning. While Campus Safety was implemented as planned, the district effectively adapted to the challenges such as staffing shortages, rising transportation and service costs, and reliance on one-time funding to ensure continued supports for students. These proactive adjustments allowed programs like District Sports, Educational Opportunities, Child Welfare and Attendance, Wellness, and Community School to remain in place and provide meaningful services to students.

Successes: All actions were implemented with fidelity and shown to be at least somewhat effective for increasing or improving services for students.

The following actions were implemented according to plan:
2.1-District Sports Programs
2.2-Educational Opportunities Outside of School

2.3-Campus Safety
2.5-Child Welfare and Attendance
2.6-Wellness Initiative
2.7-Community Schools

Challenges: The district did experience challenges in hiring for some positions resulting in material differences for certain actions that required additional staff. We also saw the use of other one-time funding sources, and increasing transportation and professional service fees impact the budget.

The following actions were implemented but show material difference:
2.4-Educational Services Staff (unable to hire Assistant Principal at HES)

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.

Due to increases costs of professional services, transportation, and staff, CHUSD experienced higher expenditures resulting in under-budgeting for the following action:
2.1-District Sports Programs (increasing transportation and professional service fees)
2.3-Campus Safety (event staffing cost increases)

Due to the use of other funds, including one-time monies, and experiencing a delay in hiring staff members, the following actions were over-budgeted:
2.2-Educational Opportunities Outside of School (use of other one-time funding, free entry trips)
2.4-Educational Services Staff (unable to hire Assistant Principal at HES)
2.5-Child Welfare and Attendance (use of other one-time funding)
2.6-Wellness Initiative (use of other one-time funding)
2.7-Community Schools (use of other one-time funding, free activities/events)

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

The metrics and actions outlined in Goal 2 helped make progress towards CHUSD's goal: To maintain an inviting and safe environment conducive to learning for all students. The LEA used the following rating scale to determine the effectiveness of the actions to achieve the stated goal. Ratings were based on an analysis of the metrics and input from educational partners. 1-Not Effective; 2-Somewhat Effective; 3-Mostly Effective; 4-Effective

Action: 2.1 District Sports Programs
Metric 2.4 Attendance Rate
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)

Metric 2.5 Chronic Absenteeism
2022-2023 (baseline): 33.5% (All), 34.8% (LI), 52% (FY), 32.8% (EL)
2023-2024 29.3% (All), 30.5% (LI), 38.9% (FY), 28% (EL)
Effectiveness of Action: Effective

Analysis: According to the cited metrics, our District Sports Programs were effective in reducing chronic absenteeism rates for our low income, foster youth, and English learners and increasing their average daily attendance rate. Each subgroup reduced chronic absenteeism by more than 4% with Foster Youth students decreasing more than 13% and increased their average daily attendance rate by more than 1%. Providing a comprehensive sports program, including access to transportation and equipment, as well as connections with caring coaches, kept our students engaged, motivating them to attend school at higher rates.

Action: 2.2 Educational Opportunities Outside of School
Metric 1.12 Access and Enrollment in Broad Course of Study
2022-2023 access(Baseline): 100%
2022-2023 6-12 elective enrollment (Baseline): 68%
2023-2024 access: 100%
2023-2024 6-12 elective enrollment: 93%
Metric 2.4 Attendance Rate
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
Metric 2.9 Percentage of students who feel connected as measured by California Healthy Kids Survey
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)
Metric Educational Partner Feedback
Effectiveness of Actions: Mostly Effective

Analysis: According to the cited metrics and educational partner feedback, Educational Opportunities outside of school produce engagement and connection to school. Over the past year, student elective course enrollment has increased 25%, access to a broad course of study has remained steady at 100% and average daily attendance rates increased over 1% in each student group. The district experienced a 13% decline in the percentage of students who feel connected to school. We contribute this significant difference to changing from the California Healthy Kids Survey to a local survey. The questions were worded differently as well as the answer choices given. We will continue with a local survey each year for consistency and ability to formulate the questions.

Action: 2.3 Campus Safety
Metric 2.8 Percentage of students who feel safe as measured by the California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 74% (safe)
2024-2025 Local Survey: 64% (safe)
Metric 2.9 Percentage of students who feel connected as measured by the California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)

Metric Educational Partner Feedback
Effectiveness of Actions: Not Effective

Analysis: According to the cited metrics and educational partner feedback, our campus safety action was not as effective as it has been in the previous years to produce engagement and connectedness with school. We contribute this significant difference to changing from the California Healthy Kids Survey to a local survey. The questions were worded differently as well as the answer choices given. We will continue with a local survey each year for consistency and ability to formulate the questions. According to Educational Partner feedback, safety continues to be a top priority as members of our school communcity continue to request additional safety personnel and training to mitigate and protect students from on campus violence.

Action: 2.4 Educational Services Staff
Metric 2.5 Chronic Absenteeism
2022-2023 (baseline): 33.5% (All), 34.8% (LI), 32.8% (EL), 52% (FY),
2023-2024: 29.3% (All), 30.5% (LI), 28% (EL), 38.9%(FY)
Metric 2.7 Suspension rate as measured by percentage of students with at least one day of suspension
2022-2023 (baseline): 6.6% (All), 7% (LI), 20% (FY), 8.3% (EL)
2023-2024: 7.5% (All), 7.9% (LI), 21.4% (FY), 7.9% (EL)
2022-2023 Coalinga Middle School (baseline): 13.9% (LI), 15.4% (EL)
2023-2024 Coalinga Middle School: 14.2% (LI), 10.6%(EL)
2022-2023 Coalinga High School (baseline): 10.2% (LI), 15.9% (EL)
2023-2024 Coalinga High School: 10.5% (LI), 12.2% (EL)
Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our Educational Service Staff action was somewhat effective. The district saw significant decreases in chronic absenteeism rates for all student groups with Foster Youth students decreasing their chronic absenteeism rate by more than 13%, the greatest of all the student groups. We believe that additional focus on Chronic Absenteeism by Assistant Principals led to decreases in Chronic Absenteeism. On the other hand, we experienced an increase in suspension rates at the district level for all students, low income and foster youth students. The Coalinga Middle School site and Coalinga High School site also saw an increase in suspension rate for their low income student groups. However, all levels; District, Coalinga Middle School and Coalinga High School, all saw decreases in suspension rates for their English learner populations. The district will scope out the restorative practices work that began this year to include a two-year strategic approach that includes on-site coaching and adds support staff, such as counselors, to those participating in the professional learning.

Action: 2.5 Child Welfare and Attendance
Metric 2.1 Middle School Dropout Rate
2022-2023 (baseline): 0.09% (all), 0% (LI), 0%(EL)
2023-2024: 0.49% (all), 0.55% (LI), 0.53% (EL)
Metric 2.2 High School Dropout Rate
2022-2023 (baseline): 1.98% (all), 1.78% (LI), 3.02% (EL)
2023-2024: 3.1% (all), 3.56% (LI), 4.9% (EL)

Metric 2.4 Attendance rate as measured by district average attendance
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
Metric 2.5 Chronic absenteeism rate
2022-2023 (baseline): 33.5% (All), 34.8% (LI), 32.8% (EL), 52% (FY)
2023-2024: 29.3% (All), 30.5% (LI), 28% (EL), 38.9% (FY)
Metric 2.8 Percentage of students who feel safe as measured by the California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 74% (safe)
2024-2025 Local Survey: 64% (safe)
Metric 2.9 Percentage of students who feel connected as measured by the California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)

Effectiveness of Action: Effective

Analysis: According to the cited metrics, our child welfare and attendance action was effective in increasing average attendance rates and decreasing chronic absenteeism rates. Our community liaisons, sociaL workers, counselors, and behavior specialists helped the district to achieve an over 1% increase in average daily attendance for all student groups and a decrease of over 4% for each student group with Foster Youth students decreasing the most at more than 13%. The district experienced a 13% decline in the percentage of students who feel connected to school and a 10% decline in percentage of kids that feel safe at school. We contribute the majority of the significant difference to changing from the California Healthy Kids Survey to a local survey. The questions were worded differently as well as the answer choices given. We will continue with a local survey each year for consistency and ability to formulate the questions. We also experienced slight increases in middle and high school dropout rates over the past year so will need to monitor these rates throughout the school year and will implement regular student surveys to address needs throughout the year instead of a snapshot in the Spring.

Action: 2.6 Wellness Initiative
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
Metric 2.3 Parent Engagement as measured by percentage of parents who “Agree” or “Strongly Agree” on California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 68% (school seeks input), 81% (school allows/welcomes input/contributions)
2024-2025 Local Survey: 57% (school seeks input), 64% (school allows/welcomes input/contributions)
Metric 2.4 Attendance rate as measured by district average attendance
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
Metric 2.5 Chronic absenteeism rate

2022-2023 (baseline): 31.2% (All), 34.8% (LI), 52% (FY), 32.8% (EL)
2023-2024 29.3% (All), 30.5% (LI), 28% (EL), 38.9% (FY)
Metric 2.9 Percentage of students who feel connected as measured by the California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)

Effectiveness of Action: Effective

Analysis: According to the cited metrics, our Wellness Initiative, which includes a wellness center coordinator and outreach specialist, has been effective in decreasing chronic absenteeism rates and increasing average attendance district wide. Most notably, we saw at least a 4% decrease in chronic absenteeism for our low income, foster youth, and English learner populations, with Foster Youth reaching a 13% decrease. We also experienced increases in foster youth, low income and English learner students scoring met or exceeded on CAASPP ELA and Math with the one exception, English learner population decreased the percentage scoring met or exceeded on CAASPP ELA by 1.97%. The district experienced a 13% decline in the percentage of students who feel connected to school, a 11% and 17% decline in the percentage of parents who feel the school seeks input and welcomes input and/or contributions respectively. We contribute this significant difference to changing from the California Healthy Kids Survey to a local survey. The questions were worded differently as well as the answer choices given. We will continue with a local survey each year for consistency and ability to formulate the questions.

Action: 2.7 Community Schools
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (baseline): 18.76% (Hispanic)
2023-2024: 18.12% (Hispanic)
2022-2023 Coalinga Middle School (baseline): 15.54% (All), 13.50% (Hispanic), 24.69% (White)
2023-2024 Coalinga Middle School: 15.84% (All), 13.07% (Hispanic), 29.69% (White)
2022-2023 Coalinga High School (baseline): 37.13% (All), 37.07% (Hispanic)
2023-2024 Coalinga High School: 36.47% (All), 34.77% (Hispanic)
2022-2023 Huron Elementary (baseline): 11.60% (Hispanic)
2023-2024 Huron Elementary: 12.21% (Hispanic)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (baseline): 9.57% (Hispanic)
2023-2024: 10.53% (Hispanic)
2022-2023 Coalinga Middle School (baseline): 6.33% (All), 4.74% (Hispanic), 12.20% (White)
2023-2024 Coalinga Middle School: 8.25% (All), 6.05% (Hispanic), 21.54% (White)
2022-2023 Coalinga High School (baseline): 6.25% (All), 6.03% (Hispanic)
2023-2024 Coalinga High School: 6.64%(All), 5.66% (Hispanic)
Metric 2.5 Chronic Absenteeism
2022-2023 (baseline): 24.4% (Asian)
2023-2024: 31.1% (Asian)
Metric 2.7 Suspension rate as measured by percentage of students with at least one day of suspension
2022-2023 (baseline): 10.1%(SWD)

2023-2024: 11.7% (SWD)
2022-2023 Coalinga Middle School (baseline): 13% (All), 12.4% (Hispanic), 13.2% (SWD), 16% (White)
2023-2024 Coalinga Middle School: 13.5% (All), 13% (Hispanic), 17.7% (SWD), 16.9%(White)
2022-2023 Coalinga High School (baseline): 10.5% (Hispanic), 19.9% (SWD)
2023-2024 Coalinga High School: 9.9% (Hispanic), 21.7% (SWD)

Effectiveness of action: Somewhat Effective

Analysis: According to the cited metrics, our Community Schools action was somewhat effective. The implementation of the Community Schools model, including Family Resource Centers and site-based outreach, demonstrated positive impacts in several areas. At Huron Elementary, targeted Tier II and Tier III reading interventions contributed to a slight increase in CAASPP ELA scores for Hispanic students (from 11.60% to 12.21%). Similarly, Coalinga Middle School saw improvements in math achievement across all students (6.33% to 8.25%), with notable growth among White students (12.20% to 21.54%) likely supported by differentiated instruction and small group interventions through Professional Learning Communities. Coalinga High School maintained steady ELA and math performance among Hispanic students, suggesting the benefits of strengthened Professional Learning Communities and integrated mentorship.
For attendance and school climate, the activation of Community Schools pillars such as wellness centers, mental health supports, and culturally responsive family engagement may have mitigated barriers for students. However, while chronic absenteeism rates for Asian students increased (24.4% to 31.1%), the district's continued work through integrated student supports and engagement strategies lays a foundation for future progress. The suspension rate for Hispanic students at Coalinga High School decreased slightly (10.5% to 9.9%), indicating that PBIS models, restorative practices, and targeted behavioral supports were effective in fostering a safer school environment for some subgroups.

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

The following ACTIONS have been adjusted for Goal 2:
2.1-added Metric 9-Student Connectedness as a measurement for effectiveness
2.4-Added professional development for site administrators

The following METRICS have been adjusted for Goal 2:
Changed data source for Metrics 3, 8, and 9 to Local Survey instead of CA Healthy Kids to collect consistent feedback throughout the school year instead of a one-time administration.

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	District Sports Programs	To support student engagement and attendance, CHUSD will provide: Sports programs (elementary, middle, and high) Coaches (stipends) Athletic Directors salary/stipend Professional services Equipment Supplies Transportation	$990,689.92	Yes
2.2	Educational Opportunities Outside of School	To support access to a broad course of study and increase student engagement, CHUSD will provide: Educational field trips	$200,000.00	Yes
2.3	Campus Safety	To support safe and healthy school campuses, CHUSD will provide: Campus Safety Liaisons (2 CES, 2 HES, 2 CMS, 1 HMS, 3 CHS, 1 Alt Ed) Chief Security Officer Supplemental materials and supplies	$890,925.00	Yes
2.4	Education Services Staff	To support the achievement of a decrease in suspension rates,CHUSD will provide: Assistant Principals Roving Principal Professional Development This action will address the following LEA level and school site level Red Indicators on the 2023 CA Dashboard: Suspension Rate	$1,423,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learner students, Foster Youth students Coalinga Middle School-Suspension Rates English Learner students, Socio-economically disadvantaged students Coalinga High School-Suspension Rates English Learner students, Socio-economically disadvantaged students		
2.5	Child Welfare and Attendance	To address chronic absenteeism, CHUSD will provide: Community liaison at 7 sites Behavior Specialists Social Workers Administrator of Student Services and Family Support Elementary counselors	$2,692,120.55	Yes
2.6	Wellness Initiative	To address attendance rates and chronic absenteeism, CHUSD will provide: Wellness Center Coordinator Wellness Center Outreach Specialist Wellness Center materials and supplies	$199,264.00	Yes
2.7	Community Schools	To address attendance rates and chronic absenteeism, local literacy and STEM scores, and suspensions at the site and sub-group level CHUSD will provide: Family Resource Centers Community Schools Outreach and Coordination through a Community Schools Coordinator The four pillar, Community Schools Model within CHUSD at 9 sites	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will address the following LEA level and individual Site level Red Indicators on the CA 2023 Dashboard: LEA Chronic Absenteeism-Asian Suspension- SWD ELA Achievement-Hispanic Math Achievement-Hispanic Coalinga Middle School Suspension-All, Hispanic, SWD White ELA Achievement-All, Hispanic, White Math Achievement-All, Hispanic, White Coalinga High School Suspension-Hispanic, SWD ELA Achievement-All, Hispanic Math Achievement-All, Hispanic Based on our most recent local data and a comprehensive needs assessment CHUSD recognizes the need to address chronic absenteeism, local STEM and literacy rates, and the reduction of suspensions at the site level for all students, as well as, the subgroups of Asian students, Students with Disabilities, Hispanic students, and White students. When looking at root causes for the disparities, we found some common needs that we believe can be addressed by implementing a comprehensive Community Schools Approach. Chronic Absenteeism will be addressed through the Community Schools model. This action will include activating two pillars of the Community Schools model, Integrated Student Supports and Family and Community Engagement. By meeting student academic, social-emotional, physical, and mental health needs through integrated student supports this will reduce the identified population’s barriers to attendance. These integrated student supports include the access to student mental health resources,		

Action #	Title	Description	Total Funds	Contributing
		the CHUSD Wellness Centers, and mental health staff. Additionally, through culturally responsive home-school collaboration, and authentic family engagement, CHUSD will activate the collective expertise and knowledge of family and community members to make families true partners in addressing this group's chronic absenteeism, as well as absenteeism for all students, including our Asian student population. CHUSD recognizes the role of student wellness in reducing suspensions for all students. In addition to addressing suspensions through a comparable format to actions identified in sites School Plan for Student Achievement, CHUSD will address suspension in the Hispanic, White, and Students with Disabilities populations through three pillars of the Community Schools Model at all sites, with a focus on Coalinga Middle School and Coalinga High School. The three Community School pillars are integrated student supports, family and community engagement, and collaborative leadership practices. By meeting student academic, social-emotional, physical, and mental health needs through integrated student supports this will support emotional regulation and reduce suspensions. These integrated student supports include the access to student mental health resources, the CHUSD Wellness Centers, and mental health staff. Additionally, through culturally responsive home-school collaboration through the work of our Community Schools coordinator, and authentic family engagement, CHUSD will activate the collective expertise and knowledge of family and community members to make families true partners in causes for suspension. Finally, through collaborative leadership, administrators and teachers build a culture of trust through professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, through trauma-informed care, Social Emotional Learning, and restorative justice. CHUSD will use the Community School Model to address literacy through the pillars of collaborative leadership, expanded learning, and active family engagement for all students and Hispanic students in the district with a focus on Huron Elementary, Coalinga Middle School and Coalinga High School. Additionally, the action will focus on the sub-groups of White and Hispanic at those sites. Through culturally responsive home-school collaboration, and authentic family engagement, CHUSD will activate the		

Action #	Title	Description	Total Funds	Contributing
		collective expertise and knowledge of family and community members to make families true partners in promoting literacy. Through collaborative leadership, administrators and teachers build a culture of trust and shared responsibility through professional development to transform school culture and climate that centers on pupil learning and support. Finally, expanded learning opportunities will be provided for struggling students that include academic support, enrichment, and real-world learning opportunities designed to strengthen literacy skills. CHUSD will use the Community School Model to address STEM, specifically math achievement, through the pillars of collaborative leadership, expanded learning, and active family engagement for all students and Hispanic students in the district with a focus on Coalinga Middle School and Coalinga High School. Additionally, the action will focus on the sub-groups of White and Hispanic at those school sites. Through culturally responsive home-school collaboration, and authentic family engagement, CHUSD will activate the collective expertise and knowledge of family and community members to make families true partners in promoting STEM and math intervention. Through collaborative leadership, administrators and teachers build a culture of trust and shared responsibility through professional development to transform school culture and climate that centers on pupil learning and support. Finally, through expanded learning opportunities the identified students will be provided with academic support, enrichment, and real-world learning opportunities that strengthen foundational math and science skills. The following school sites will take additional measures to target areas of lowest performance for the following student subgroups as outlined below. Coalinga Middle School Suspension- Hispanic, SWD, White Coalinga Middle School Site based action: Coalinga Middle School will develop engaging learning experiences promoting voice, choice, and a passion for learning, incorporating college and career awareness activities, aiming to reduce suspensions by 3% from last year, while fostering trusting relationships between students and mentors for Hispanic, SWD, and White student groups. Through a		

Action #	Title	Description	Total Funds	Contributing
		proactive systems approach to behavior and implementation of school-wide expectations, Coalinga Middle School will use the PBIS model to enhance student motivation towards taking action in leading their education. The school will continue to grow trusting adult relationships through the SMART mentorship program and build upon positive connections with students and families through Capturing Kids Hearts and Leader in Me. By integrating these comprehensive strategies, Coalinga Middle School is dedicated to creating a supportive and dynamic educational environment where every student can thrive academically, socially, and emotionally. Coalinga High School Suspension- Hispanic, SWD Coalinga High School Site based action: Focus on building relationships and implement with fidelity site-wide Tier 1 lessons to address academic and behavioral expectations (Toad Pride) through a PBIS model. Increase behavioral supports, interventions and restorative practices with the addition of a behavioral intervention teacher and counselor. Additionally, a designated counselor will be assigned to support at-risk students with disabilities that are in CHS' Special Day Class. Huron Elementary School ELA Achievement-Hispanic Huron Elementary site based action: Provide school-wide targeted tier II reading/literacy intervention focused on reading foundational skills by grade span as well as small group intensive Tier III reading instruction with an emphasis on our Hispanic subgroup. Coalinga Middle School ELA Achievement-Hispanic, White Math Achievement-Hispanic, White Coalinga Middle School site based action:		

Action #	Title	Description	Total Funds	Contributing
		Implement a targeted intervention plan focused on addressing specific skill deficiencies identified by CAASPP ELA and Math results. Utilize the Professional Learning Communities and monthly collaboration days to develop and implement standards-based instruction tailored to meet the needs of students performing below standard, specifically our Hispanic and White students. The intervention plan will include differentiated instruction, targeted small-group interventions, and individualized support as needed. Coalinga High School ELA Achievement-Hispanic Math Achievement-Hispanic Coalinga High School site based action: Conduct a root cause analysis to identify areas of need, revamp the Professional Learning Communities structure to focus on data and a plan for intervention to be built into the master schedule, including interventions teachers and aides. Use the mentor teacher to provide adequate professional development and support to new teachers preparing them to work successfully with Hispanic students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Finance CHUSD will maintain its fiscal responsibility to support learning for ALL students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Data reflects that the District continues to have all facilities in good repair, most staff assigned properly, and sufficient materials to support learning for all students. The District will ensure that this goal continues to meet the expected outcomes and will continue to recruit qualified staff for all positions. The actions and metrics grouped together below will help achieve the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Assignments Appropriately assigned and fully credentialed teachers	2022-23 Percentage of Clear Credential: 70% Source: Dashboard (TAMO)	2023-24 Percentage of Clear Credential: 79.6% Source: Dashboard (TAMO)		80% of FTE's are Clear credentialed.	+9.6%
3.2	Instructional Materials Sufficiency of core instructional materials as measured by annual Williams compliance audits.	2023-24 100% sufficiency of materials Source: Local records	2024-25 100% sufficiency of materials Source: Local records		Maintain 100% sufficiency of core instructional materials.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Facility Maintenance Percentage of facilities scoring "Good" or higher as measured by annual Facilities Inspection Tool (FIT).	2023-24 100% of sites scored "Good" or higher Source: Local records	2024-25 100% of sites scored "Good" or higher Source: Local Records		Maintain 100% of sites scoring "Good" or higher.	Maintained

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.

Coalinga-Huron Unified successfully implemented all five actions under Goal 3 toward our goal of providing strong fiscal stewardship in support of student learning. The district effectively managed Centralized Administrative Functions, Operating Costs, Transportation and Facilities, and Food Services as planned. Despite challenges in recruiting and retaining Special Education staff, the district proactively addressed student needs by securing additional contracted services, ensuring continuity of support for students with disabilities while maintaining overall fiscal responsibility.

The following actions were implemented according to plan:
3.1-Centralized Administrative Functions
3.2-Operating Costs
3.3-Transportation and Facilities
3.4-Food Services
No substantive difference in planned action compared to actual implementation.

The following action was implemented but shows materials differences:
3.5-Special Education (increase in contract costs)

Successes: Able to implement 4 of 5 actions with fidelity and with out substantive differences when comparing between planned and actual implementation.

Challenges: Recruiting and retaining Special Education staff proved to be challenging throughout the 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.

3.5-Special Education was under-budgeted due to increasing number of contracted services to provide student support when a full time staff member could not be recruited or retained through the entire year.

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

The metrics and actions outlined in Goal 3 helped make progress towards CHUSD's goal: To maintain its fiscal responsibility to support learning for ALL students. The LEA used the following rating scale to determine the effectiveness of the actions to achieve the stated goal. Ratings
were based on analysis of metrics and input from educational partners. 1-Not Effective; 2-Somewhat Effective; 3-Mostly Effective; 4-Effective

Overall, the implementation of all associated actions within Goal 3 were effective to ensuring all students, including our low income, foster youth, and English Learners, participate in an educational program that is fiscally responsible in order to maintain the necessary condition for all students to learn. Implementation of these actions allowed the district to provide comprehensive instructional program to the students in our community that met all facility, personnel, food service, and Special Education service needs. Metrics 1, 2, and 3 indicate that the district continues to be successful in ensuring all facilities are in good repair, all staff are assigned properly, and sufficient materials are provided to support services for students.

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

The following ACTIONS have been adjusted for Goal 3:
3.3-eliminated "certificates of participation" as part of action
3.4-eliminated food service action
3.5-renumbered to be 3.4 after elimination of original 3.4 action

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	Centralized Administrative Functions	The budget was modified/updated to include all centralized administrative functions including: • Superintendent's Office to provide district leadership.	$5,425,421.46	No

Action #	Title	Description	Total Funds	Contributing
		• Business Office to provide Financial Services and Fiscal Oversight to maintain District solvency. • Human Resources for the recruitment, placement, and retention of employees. • Support services for benefits. • Information Technology to provide technology services and maintain technology infrastructure. (Note that Business Services: Maintenance, Operations, and Transportation costs are included in Action 3.)		
3.2	Operating Costs	Provide credentialed classroom teachers and school administrators to provide instruction, intervention, and support to District students. School administration includes certificated and classified staff plus school-site discretionary budgets for administrative supplies and operating costs. Salaries for general education classroom teachers, stipends, and teacher substitutes. Salaries for classified noon supervisors and their substitutes' pay. Cost of site discretionary funds to purchase materials/supplies and other operating costs for instructional use. Support from the Education Services Department (030) funded through base dollars. Additional support is funded through restricted federal and state funds.	$35,963,766.76	No
3.3	Transportation and Facilities	Support for all District and school facilities and grounds, to ensure student and staff safety, and to provide an environment conducive to student engagement and learning. Transportation services necessary to transport students to and from home to attend school. This action item includes a contribution (transfer) of LCFF base dollars to the restricted maintenance account which accounts for most facilities' maintenance costs, including maintenance employees' salaries & benefits. Principal and interest payments on capital lease agreements, as well as utility costs.	$18,784,164.00	No
3.4	Special Education	Provide quality Special Education services to our students. Special Education costs are included in various restricted resource codes and are not directly paid with LCFF base dollars as originally budgeted. However, the revenue from the state and federal government is not sufficient to cover	$10,113,256.00	No

Action #	Title	Description	Total Funds	Contributing
		all Special Education costs which results in the need for a general fund contribution from LCFF base dollars to cover the shortfall. At $3.5 million and rising annually, the cost of Special Education is a significant use of the District's LCFF base. It should be noted that Special Education costs are the most difficult to project. At any time a student could be identified as needing additional support requiring an increase in the general fund contribution to cover the costs. The District strives to provide the best possible educational services for its special needs students in the least restrictive environment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, Cambridge High, Chesnut High and Miles Culwell Community Day School will: 1) Increase the College and Career Indicator (CCI) for All, Socioeconomically disadvantaged (SED), and Hispanic students by 3%. 2) Decrease suspension rates for All, Socioeconomically disadvantaged (SED), and Hispanic students by 3%.	Equity Multiplier Focus 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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Cambridge High School
Enrollment 46
SED: 91.3%
EL: 39.1%
FY: 2.2%

CA Dashboard Lowest Performance Levels
2023: CCI-All, SED, Hispanic
2024: Suspension-All, SED, Hispanic

Chesnut High School
Enrollment 34
SED: 100%
EL: 76.5%
FY-2.9%

CA Dashboard Lowest Performance Levels
2023: CCI-All, SED, Hispanic
2024: Suspension-All, SED, Hispanic

Miles Culwell Community Day School
Enrollment 5
SED: 100%
EL: 100%
FY: 0%

CA Dashboard Lowest Performance Levels
No data displayed for privacy reasons due to enrollment of less than 11 students.

Datasource: 2024 CA Dashboard

Analysis: A needs assessment and data analysis showed that at Cambridge High School 0% of students are considered prepared according to the CCI, while Chesnut High School students are 6.3% prepared according to the CCI as well as, Suspenion rates for Cambridge High being 12.2%, while Chesnut High Suspension rate is 21.3%. Miles Culwell Community Day School has an enrollment population of less than 11 students so data was not reported to ensure student privacy, however, these are high school age students of the same demographics as Cambridge and Chesnut High Schools who are considered "at risk" of not graduating due to behavioral concerns that impede their readiness for college and career such as limited access to resources and support systems critical for academic success and career preparation, as well as higher rates of outside pressure such as needing to work to support their families, which detracts from their ability to ficus on education and career planning. According to educational partner feedback, there is a lack of exploratory career readiness courses at these alternative education sites. To address this need, the district will provide exploratory opportunities and exposure to colleges and careers through supplemental curricula. The following metrics and actions grouped together will help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CCI Indicator	2022-23 Cambridge High All Students: 2.6% SED: 2.6% Hispanic: 3% Chesnut High All Students: 5.3% SED: 5.3% Hispanic: 5.6% Miles Culwell CDS	2023-2024 Cambridge High All Students: 0% SED: 0% Hispanic: 0% Chesnut High All Students: 6.3% SED: 6.3% Hispanic: 6.7% Miles Culwell CDS		Cambridge High All Students: 5.6% SED: 5.6% Hispanic: 6% Chesnut High All Students: 8.3% SED: 8.3% Hispanic: 8.6% Miles Culwell CDS All Students: 100%	Cambridge High All Students: -2.6% SED: -2.6% Hispanic: -3% Chesnut High All Students: +1% SED: +1% Hispanic: +1.1% Miles Culwell CDS All Students: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard	All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard		SED: 100% Hispanic: 100%	SED: N/A Hispanic: N/A
4.2	Suspension Rate	2023-24 Cambridge High All Students: 12.2% SED: 12% Hispanic: 13.9% Chesnut High All Students: 21.3% SED: 21.3% Hispanic: 22% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard	N/A		Cambridge High All Students: 9.2% SED: 9% Hispanic: 10.9% Chesnut High All Students: 18.3% SED: 18.3% Hispanic: 19% Miles Culwell CDS All Students: 0.2% SED: 0% Hispanic: 0%	N/A

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.

Coalinga-Huron Unified successfully implemented the one action under Goal 4, helping to achieve our goal of increasing the College and Career Indicator for SED and Hispanic students at our Alternative Education schools. Although finding opportunities and experiences to expand college and career awareness for students in an alternative setting proved more difficult than expected, we saw an increases of more than 1% for all students, SED students, and Hispanic students at Chesnut High School.

Successes: All actions were implemented with fidelity.

Challenges: The district did experience challenges in finding ways to bring additional CTE and Career/Industry experiences to an Alternative setting due to limited staff resulting in material differences for the action. We also saw the use of other one-time funding sources, and no cost events or trips.

The following actions were implemented but show material differences:
4.1-CCI Support (use of alternative funding or no cost events)

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.

Due to use of alternative funding, including one-time funds, as well as college visits and events that were no cost to attend resulting in the following action being over-budgeted:
4.1-CCI Support (no cost events/trips and alternate funding)

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

CHUSD used the following rating scale to determine effectiveness of the action to achieve the stated goal. Ratings were based on analysis of metrics and input from educational partners.
1-Not Effective; 2-Somewhat Effective; 3-Mostly Effective; 4-Effective

Action 4.1 CCI Support

Metric 4.1 CCI Indicator
2022-23 Cambridge High (baseline): 2.6% (All), 2.6% (SED), 3% (Hispanic)
2023-24 Cambridge High: 0% (All), 0% (SED), 0% (Hispanic)
2022-23 Chesnut High (baseline): 5.3% (All), 5.3% (SED), 6% (Hispanic)
2023-24 Chesnut High: 6.3% (All), 6.3% (SED), 6.7% (Hispanic)
2022-23 Miles Culwell CDS (baseline): No Data (All), No Data (SED), No Data (Hispanic)
2023-24 Miles Culwell CDS: No Data (All), No Data (SED), No Data (Hispanic)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metric, college and career preparedness increased 1% for all students and the Socioeconomically Disadvantaged student group at Chesnut High and 1.1% for the Hispanic student group. These students had the opportunity to participate in several college campus tours and have presenters from various careers showcase their jobs, which we believe led to the increase in awareness. However, the percentage of all students, socioeconomically disadvantaged, and Hispanic students prepared for college and career at Cambridge High fell to 0%. The data is reflective of 2023-24 school year and the action was implemented in the 2024-25 school

year, therefore, the district will continue this action with a more targeted approach at Cambridge High to positively affect student preparedness.

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

The following ACTION has been added for Goal 4:
4.2-Alternatives to Suspension

The following METRIC has been added to Goal 4:
4.2-Suspension Rate

The following METRIC has been adjusted for Goal 4:
4.1-CCI Indicator-data year added to baseline column

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	CCI Support	To address the following lowest performance levels on the 2023 Dashboard: Cambridge High School: All, SED, Hispanic Chesnut High School: All, SED, Hispanic According to the 2023 Dashboard, at Cambridge High, the CCI for all students were very low at 2.6%. Through a needs assessment we found the disaggregated data shows Hispanic students were 3% prepared and SED students were 2.6% prepared, both also very low. According to the 2023 Dashboard, at Chesnut High, the CCI for all students were very low at 5.3% prepared. Through a needs assessment we found the disaggregated data shows Hispanic students were 5.6% prepared and SED students were 5.3% prepared, both also very low.	$188,419.00	No

Action #	Title	Description	Total Funds	Contributing
		We found that among these students groups, students face unique challenges that impede their readiness for college and career such as limited access to resources and support systems critical for academic success and career preparation, as well as higher rates of outside pressures such as needing to work to support their families, which detracts from their ability to focus on education and career planning. To continue to address the very low performance levels on the 2023 CA Dashboard, particularly in the CCI rates among all students, Hispanic, and socioeconomically disadvantaged students at Cambridge High, Chesnut High and Miles Culwell Community Day School, the district will provide exploratory opportunities and exposure to colleges and careers through supplemental curricula, such as career explorations, culinary/hospitality industry, additional CTE courses, as well as field trips and events, to raise awareness among all students, but specifically targeting the Hispanic and Socioeconomically Disadvantaged subgroups identified with a low prepared rating on the CA Dashboard. Cambridge High : $88,419 Chesnut High (Continuation) : $50,000 Miles W. Culwell Community Day : $50,000		
4.2	Alternatives to Suspension	To address the following lowest performance levels on the 2024 Dashboard: Cambridge High School: All, SED, Hispanic Chesnut High School: All, SED, Hispanic At Cambridge High, the Suspension rate for all students is high at 12.2% of suspension. Through a needs assessment we found the disaggregated data shows Hispanic students Suspension rates are13.9% and SED student rates are 12% prepared, both also high At Chesnut High, the Suspension rate for all students is very high at 21.3% with one day of suspension. Through a needs assessment we found the disaggregated data shows Hispanic student Suspension rates are 22% and SED student suspension rates are 21.3%, both also very high.	$184,819.00	No

Action #	Title	Description	Total Funds	Contributing
		We found that among these students groups, students face unique challenges that impede their success in coping with high stress and adverse situations, such as limited access to resources and support systems critical for developing conflict management skills, as well as higher rates of outside pressures such as needing to work to support their families, which detracts from their ability to focus on education and career planning. To address the very low performance levels on the 2024 CA Dashboard, particularly in the Suspension rates among all students, Hispanic, and socioeconomically disadvantaged students at Cambridge High, Chesnut High and Miles Culwell Community Day School, the district will provide exploratory opportunities and exposure to conflict resolution, mediation and restorative justice practices to raise coping skills among all students, but specifically targeting the Hispanic and Socioeconomically Disadvantaged subgroups identified with a low prepared rating on the 2024 CA Dashboard. Also, the staff at Cambridge High, Chesnut Continuation, and Miles W. Culwell will participate in Restorative Practices training and on-site coaching. Cambridge High : $77,002 Chesnut High (Continuation) : $57,282 Miles W. Culwell Community Day : $50,535		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027, Annie E. Cheney Kindergarten, that serves transitional kindergarten students, will improve the chronic absenteeism rate by 3%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Annie E. Cheney Kindergarten
Chronic Absenteeism Rate
All: 47.8%
SED: 52.6%
Hispanic: 49.1%

Datasource: 2023 CA Dashboard

Analysis: A needs assessment and data analysis showed that Annie E.Cheney Kindergarten has a 47.8% Chronic Absenteeism rate. Further disaggregation revealed that Hispanic students have a 49.1% chronically absent rate, socioeconomically disadvantaged students have a 52.6% chronically absent rate, and English learners have a 38.5% chronically absent rate. According to educational partner feedback, the high rate of chronic absenteeism at this site may be due to a lack of communication and support regarding the importance of attendance. To address this need, the district will continue to fund a part-time Community Liaison to provide outreach and support for the families. The following metrics and actions grouped together will help achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism	2022-23 Annie E. Cheney Kindergarten	2023-24 Annie E. Cheney Kindergarten		Annie E. Cheney Kindergarten All: 44.8%	Annie E. Cheney Kindergarten All: +6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 47.8% SED: 52.6% EL: 38.5% Hispanic: 49.1% Source: CA Dashboard	All: 54.4% SED: 55.4% EL: 48.6% Hispanic: 53.8% Source: CA Dashboard		SED: 49.6% EL: 35.5% Hispanic: 46.1%	SED: +2.8% EL: +10.1% Hispanic: +4.7%

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.

Coalinga-Huron Unified was unable to fully implement the one action under Goal 5, resulting in not moving toward our goal of reduced chronic absenteeism at Cheney Kindergarten. Although the district experienced challenges in hiring for the Community Liaison position, we expect to see improvement over the upcoming year now that we have the position filled.

Challenges: The district experienced challenges in recruiting applicants for the Community Liaison position, which delayed hiring resulting in material differences.

The following actions were implemented but show material differences:
5.1-Chronic Absenteeism Rate (delayed hiring)

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.

Due to a delay in hiring the following action was over-budgeted:
5.1-Chronic Absenteeism (Community Liaison for Cheney Kindergarten)

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

The metrics and actions outlined in Goal 5 were designed to make progress towards CHUSD's goal: To improve chronic absenteeism at Annie E. Cheney Kindergarten. The LEA used the following rating scale to determine the effectiveness of the actions to achieve the stated goal. Ratings were based on analysis of metrics and input from educational partners. 1-Not Effective; 2-Somewhat Effective; 3-Mostly Effective; 4-Effective.

Action 5.1 Chronic Absenteeism Rate

Metric 5.1 Chronic Absenteeism
2022-23 (baseline): 47.8% (All), 52.6% (SED), 38.5% (EL), 49.1% (Hispanic)
2023-24: 54.4% (All), 55.4% (SED), 48.6% (EL), 53.8% (Hispanic)

Equity Multiplier Identification

Effectiveness: Not Effective

Analysis: According to the cited metrics, this action was not effective in improving chronic absenteeism rates at Cheney Kindergarten. However, the data is reflective of 2023-24 school year and the and the action was implemented in the 2024-25 school year and there was a delay in hiring the Community Liaison to address absences for the school year. Now that we have hired a community liaison for Cheney Kindergarten, CHUSD will continue to carry out this action as planned to fulfill the Equity Multiplier requirements and fund expenditure.

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 have been made to this goal, action, metrics or target outcomes for the coming 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
5.1	Chronic Absenteeism Rate	To address the high chronic absenteeism rate at Annie E. Cheney Kindergarten, the district will fund a part time Community Liaison to provide outreach services prioritizing our English learner, low income, and Hispanic students, their guardians, and community members. The Community Liaison will play a vital role in building a home-to-school connection. He/She will assist with translation and interpretation duties, parent meetings, workshops, and training, as well as assist with monitoring student attendance.	$77,893.00	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
$18,355,217	$2,339,834

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
39.183%	4.703%	$2,156,352.12	43.886%

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:** CTE/ROP Participation **Need:** According to local data and historical trends, CTE pathway completion and successful completion of A-G courses is lower for English learners and low income students compared to all students.	To support CTE Pathway completion for English learners and low income students, CHUSD will provide CTE teachers, supplemental course materials and professional development designed to promote English learner and low income student engagement and bolster positive outcomes. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between students and teachers.	1.5 - A-G Completion 1.6 - CTE Pathway Completion 1.14 - A-G & CTE

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
	Student feedback revealed about 25% of students do not know what CTE is or what pathways are offered at Coalinga High School Low Income and English learner parents also indicated they need support in understanding CTE courses, pathways and how to provide support for their students. **Scope:** LEA-wide	CHUSD will provide highly qualified CTE teachers, as well as training to support and retain those who can offer identified students a comprehensive set of skills and experiences designed to cultivate relationships and enhance students' skills, particularly for our English learners and low income students. Teachers will learn how to embed EL strategies and scaffolding necessary to support the specific language acquisition needs of English learner students in order to close the skill gaps and find success and passion in a technical education pathway. It is important to ensure our English learners and low income students are supported in keeping up with the pace of instruction and increasing participation in and completion of our CTE courses. Additionally, Coalinga High School will host a CTE event to showcase and educate low income and English learner students and parents on the courses and pathways offered. This event will be designed to encourage as many parents and students to attend by hosting at a convenient time, providing transportation between our communities, and providing translated materials and presentations, as well as, a digital presentation of all courses and pathways to be shared through parent communication systems for those who could not attend. Staff will also communicate the connection between CTE completion and A-G eligibility so that our low income and English learner parents and students can see how	

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
		participating in a CTE pathway can better prepare them for both college and career. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided district-wide.	
1.2	**Action:** Access to Visual and Performing Arts **Need:** According to the CA Dashboard and local needs assessment, our English Learner and Low Income student populations have lower achievement levels on state assessments in Math and ELA. Educational partner input reflects the importance of low income and English learner students having appropriate access to a variety of elective courses, including Visual and Performing Arts, that align with their interests and expand their experiences in order to promote connectivity to school. Further review showed that English learners and low income students need additional support to succeed in those courses and can benefit from the additional opportunities to practice skills that also boost academic performance.	To address this need, CHUSD will continue to allocate resources for salaries for additional elective teachers, and VAPA programs. Specifically, four (4) middle school VAPA teachers (2 for Huron Middle School and 2 for Coalinga Middle School), and one (1) high school VAPA teacher will be funded by this action. Providing teaching staff in these elective courses ensures access to high-interest elective VAPA courses for English learner and low income students to enroll in each year. In our experience, access to Visual and Performing Arts courses can enhance the cognitive abilities and critical thinking skills of our low income students. These courses are designed to foster creativity, problem-solving, and innovative thinking, which are transferable to other academic subjects. For example, learning to play a musical instrument can enhance mathematical abilities through an understanding of rhythm, scales, and patterns. Similarly, participating in drama or dance can improve reading comprehension and spatial awareness. These cognitive benefits, coupled with increased engagement and motivation, contribute to better overall academic performance.	1.3 - CAASPP ELA 1.4 - CAASPP Math 1.12- Broad Course of Study 2.9-Student Connection

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	Teachers will receive training in how to embed EL strategies and scaffolding necessary to support the specific language acquisition needs of English learner students in order to close the skill gaps and find success. It is important to ensure our English learners and low income students are supported in keeping up with the pace of instruction. Additionally, we will provide supplemental instructional materials targeted for English learner support and supplies for socioeconomically disadvantaged pupils to be embedded and accessed as needed in order to strengthen persistence and increase school connectivity through high-interest experiences. While this action is designed to meet the needs most associated with low income and English learner students needing to increase access to VAPA and Performing Arts, because the district feels this will be beneficial for all students, it will be available on a district-wide basis.	
1.3	**Action:** Targeted Intervention & Instructional Support **Need:** According to the CA Dashboard and a local needs assessment, our English Learner and low income student populations have lower achievement levels on state assessments in Math and ELA. Our Homeless student	To address these needs, CHUSD will continue to allocate resources to maintain elementary PE teachers, ensuring students have physical activity time and creating additional opportunities for academic teachers to provide targeted interventions for low-income, English learner and homeless students in small group settings. These interventions will be differentiated according to student needs, as this approach effectively	1.3 - CAASPP ELA 1.4 - CAASPP Math

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
	populations have shown progress and we would like to continue this progress. Additionally the 2023 Dashboard shows that EL and SED students at Coalinga High School received the lowest performance level in Math and ELA. Our needs assessment revealed that these students often have gaps in foundational reading and math skills that affect their ability to understand grade level content. **Scope:** LEA-wide	supports academic improvement and helps close the achievement gap. Site administrators will monitor the implementation of these interventions and collaborate with classroom teachers to ensure they are conducted with fidelity and aimed at increasing Math and ELA achievements among low-income, homeless and English learner subgroups. CHUSD will allocate additional funding to provide an intervention teacher at the high school level. This teacher will work with smaller classes of our English Learner, homeless and low-income students to address their gaps in foundational reading and math skills. Students will be able to access the interventions during the school day and will receive personalized support based on their identified needs. To ensure we are providing research based, highly effective interventions, CHUSD will allocate funding to provide quality professional learning for intervention staff, as well as, supplemental intervention materials to support English learner, homeless and low income students in accessing the content. Additionally, Coalinga High School staff will collaborate in PLCs to gather and analyze student achievement data in ELA and Math. This analysis aims to identify students needing intervention and conduct root cause analyses to design appropriate interventions. PLC time will be integrated into the master schedule. Students identified for intervention will receive additional support from intervention teachers, with instruction aides	

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
		assisting in providing small-group and one-on-one support. A mentor teacher will offer professional development and support to new teachers, preparing them to effectively work with English Learners and socio-economically disadvantaged students. While this action is specifically designed to support low-income, homeless and English learner students, including those at Coalinga High School, because all students will benefit from this action, it is being provided district-wide.	
1.4	**Action:** Alternative Education Program **Need:** According to the Dashboard, our English learner and low income student populations have lower high school graduation rates than desired. Also, according to the Dashboard, English learners and low income students have lower rates of A-G completion than all students. Further internal examination and assessment revealed that there was a need for additional opportunities for English learner and low income students to access A-G courses and makeup credits in order to graduate College and Career ready in a smaller more supportive environment, where staff could provide more attention and individualized support for specific needs. Our low income students often lack	In order to support low income and English learner students graduation rates, CHUSD will provide an Alternative Education Administrator, an Alternative Education Counselor, Alternative Education Teachers, Alternative Education Support Staff, and Alternative Education program materials in order for the program to integrate learning through sustained, family-like support systems that put each English learner and low income student's individual needs and goals at the center of a personalized academic plan and support. Class sizes will be reduced so that teachers can provide more individualized instruction and interventions for students. The administrator will work to create a comprehensive support system that addresses the academic, social, and emotional needs of the identified students by facilitating the collection and analysis of both behavioral and academic achievement data for low income and English learners. The administrator will collaborate with	1.5 - A-G Completion 1.13 - Graduation Rate 2.2 - High School Dropout Rate Educational Partner Feedback

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
	basic materials for school success due to limited resources at home. **Scope:** LEA-wide	parents, counselors, and teachers in order to implement targeted plans for the identified student success designed to address individual barriers to graduation. Counselors and teachers will collaborate on individual academic plans to promote college and career readiness for our English learner and low income students "at risk" of not graduating or being prepared for postsecondary success while support staff will assist with connecting families to local resources and ensure students have the materials needed to be successful. Additionally, our Alternative Education sites will develop programs that increase student engagement, such as project-based learning, extracurricular activities, and college/career readiness workshops as well as recognize and reward milestones to keep students motivated. Project-based learning, extracurricular activities, and college/career readiness workshops are designed to improve graduation rates for low-income students and English learners by making learning more engaging and relevant to students' lives, which can motivate them to stay in school. Project-based activities also develop practical skills like teamwork, problem-solving, and critical thinking, which are useful in real-life situations. English learners can improve their language skills through collaborative projects, enhancing their ability to understand and complete academic work towards A-G eligibility.The district will also encourage and facilitate parental involvement and create strong partnerships with community organizations that can provide additional	

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
		resources and support for students and their families. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided district-wide.	
1.5	**Action:** STEM **Need:** According to the CA Dashboard and a local needs assessment, our English Learner and Low-Income student populations have lower achievement levels on state assessments in Science and Math and local assessments.Additionally the 2023 Dashboard shows that EL and SED and All students at Coalinga High School and Coalinga Middle School received the lowest performance level in Math. Our needs assessment revealed that these students often have gaps in foundational math skills that affect their ability to understand grade level content. Our teachers have told us that they would like to receive training in the new CA Math Framework and NGSS. **Scope:**	To address these needs, the district will allocate resources for certificated math and science training to provide direct support to teachers in implementation of the NGSS and updated Ca Math Framework. CHUSD will contract support from experts at FCSS to train in the best practices to improve achievement in math and science, and instructional techniques for supporting low-income and English learner students. CHUSD will also allocate resources to provide supplemental science and math materials, and a district wide math coach to support teachers of low-income and English Learner (EL) students by modeling high-impact strategies, such as the use of sentence frames, direct vocabulary instruction, and use of manipulatives. The coach will also help teachers to design lessons and continuously monitor the progress of the identified students. Additionally, Coalinga Middle School will Implement a targeted intervention plan focused on addressing specific skill deficiencies identified by CAASPP Math results. Site staff will utilize the Professional Learning Communities and monthly collaboration days to develop and implement	1.4 - CAASPP Math 1.15 - CAST

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	standards-based instruction tailored to meet the needs of students performing below standard, specifically our English Learners and Socio-economically disadvantaged students. The intervention plan will include differentiated instruction, targeted small-group interventions, and individualized support as needed. This action will also be included in the site SPSA. Coalinga High School staff will collaborate in PLCs to gather and analyze student achievement data in Math. This analysis aims to identify students needing intervention and conduct root cause analyses to design appropriate interventions. PLC time will be integrated into the master schedule. Students identified for intervention will receive additional support from intervention teachers, with instruction aides assisting in providing small-group and one-on-one support. A mentor teacher will offer professional development and support to new teachers, preparing them to effectively work with English Learners and socio-economically disadvantaged students. This action will also be included in the site SPSA. While this action is specifically created to support low-income and English learner students, including those at Coalinga Middle and Coalinga High Schools, because all students will benefit from this action, it is being provided district-wide.	
1.6	**Action:** ELA and ELD Support	To address these needs the district will provide professional development in ELA and ELD, including materials and supplies for SEAL, BeGlad	1.1 - State Standard Implementation

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: Our English learners, based on Dashboard data, reclassification rates, and Progress Towards Proficiency, require additional support in ELA and ELD to increase and improve language proficiency Also, according to Dashboard data, English Learner, including LTELs, and Low-Income student populations need additional support for ELA in order to perform better on local and state assessments. Through a root cause analysis of this data, the District identified that lower reader levels act as a barrier to academic performance. We believe that a targeted focus on building literacy skills is needed to help students make gains. Additionally the 2023 Dashboard shows that EL and SED students at Sunset Elementary received the lowest performance level in ELA and ELA along with the All student, EL student, and SED student groups at Coalinga Middle School and Huron Elementary. Our staff told us that we needed to broaden our focus from English language proficiency to include targeted literacy instruction in order to address the needs of our students. Coalinga Huron Unified is eligible for Differentiated Assistance (DA) for LTELs in the areas of ELA, Math. **Scope:**	and LETRS. We will provide 6 academic coaches, reading intervention aides, 7 EL intervention teachers, as well as supplemental materials and supplies. The district will provide targeted reading instruction from ELD intervention teachers which includes scaffolding and support for English language acquisition. Teachers will be provided with ELD professional development designed to help them provide targeted instruction in developing English language proficiency skills for our EL and LTEL students. We will continue using the SEAL language acquisition model at the elementary sites and further implementation of the BeGlad language acquisition model at our secondary sites. Teachers will be provided with training to implement these programs with fidelity. To support our LTELs, the EL Intervention teachers conduct needs assessment then provide small group instruction based on needs and English Language proficiency levels for LTELs and ELs at Level 1 and 2. CHUSD will allocate resources for 1 district literacy coach and 5 elementary academic support coaches focused on integrated English language acquisition and literacy skills development to support the development of these skills in our students. These six certificated staff members will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS) to systematically approach the teaching of reading and support classroom teachers in this area. Coaches will work	1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.7 - EL Progress 1.8 - EL Reclassification Rate

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	with classroom teachers to model LETRS high-impact strategies and support them in implementation. We will also supply support through our county office of education experts in language and literacy development. Intervention aides will conduct targeted intervention during the school day and give teachers the ability to work with smaller groups of students in need of additional support in ELA as a Tier 1 support in their classroom. Sunset Elementary will provide the following: EL-Provide intensive and intentional intervention daily with the EL Intervention teacher, focusing on the 4 domains of the ELPAC assessment (Reading, Writing, Listening, and Speaking) and the California ELD standards.This action will also be included in the site SPSA. SED-Provide intentional and focused reading and writing instruction in Tier 1 as well as from the Response to Intervention (RTI) teacher. Tier 1 provides a Reader's Workshop model in which small group differentiated reading instruction takes place. In RTI, Tier 2, students receive 45 minutes of daily targeted reading instruction for those who are determined to need additional support.This action will also be included in the site SPSA. Huron Elementary Site will provide the following: School-wide targeted Tier II reading/literacy intervention focused on reading foundational skills by grade span as well as small group intensive	

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
		Tier III reading instruction with an emphasis on our English learner and low income subgroups.This action will also be included in the site SPSA. Coalinga Middle School will Implement a targeted intervention plan focused on addressing specific skill deficiencies identified by CAASPP ELA results. Utilize the Professional Learning Communities and monthly collaboration days to develop and implement standards-based instruction tailored to meet the needs of students performing below standard, specifically our English Learners and Socio-economically disadvantaged students. The intervention plan will include differentiated instruction, targeted small-group interventions, and individualized support as needed. This action will also be included in the site SPSA. While this action is specifically created to support the language proficiency needs of English learner and LTEL students and literacy skills development of our Low income and English learner students, including those at Sunset Elementary, Huron Elementary, and Coalinga Middle School, because all students will benefit from this action, it is being provided district-wide.	

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
1.7	**Action:** Advanced Placement and Dual Enrollment Courses **Need:** A review of our most current local data reflects that our low income and English learner students require more support compared to all students in order to participate and succeed in Advanced Placement and Dual Enrollment courses. Our teachers told us that they would like to receive training on strategies to support diverse student populations, including low income students and English learners, taking advanced placement courses. In our experience, our low income students do not always have the resources to access supplemental materials such as study aides and practice exams that can increase their chances of passing an AP exam or a dual enrollment course. **Scope:** LEA-wide	To support participation and success in Advanced Placement courses, CHUSD will provide AP teachers, Professional development, and supplemental materials. The training for our AP and dual enrollment teachers will help them to embed and use high-impact strategies in their instruction that support low income and English learner students. Strategies such as scaffolded instruction and collaborative learning can assist these students in successful completion of advanced courses. The supplemental materials will ensure that the identified students are able to participate fully in AP and dual enrollment courses. Supplemental materials may include digital learning platforms and study materials designed to enhance learning for the identified students. Additionally, The district will implement a proactive AP and Dual Enrollment outreach and support program that specifically targets underrepresented and potentially high-achieving English learner and low income students. This program would aim to identify, encourage, and support students who have the potential to succeed in AP and/or Dual Enrollment courses but may not currently be considering or enrolling in them. By scoring well on AP exams or passing a dual enrollment course, low income students and English learners can earn college credits while still in high school. This can reduce the number of classes they need to take in college, saving time and money and significantly lowering the cost of a college education, making it more accessible and affordable.	1.9 - AP Participation and Exams, Dual Enrollment Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While this action is specifically created to support the identified needs of low income and English learner students, because all students will benefit from this action, it is being provided district-wide.	
1.8	**Action:** Library Services **Need:** According to educational partner feedback and a needs assessment, our English learners and low income populations, as well as our homeless students, have the least access to literary materials and resources. Further discovery revealed that these students often have gaps in foundational reading skills that affect their ability to understand grade level content. In our experience, it can be a financial hardship for our low income families to obtain supplemental books and supplies. **Scope:** LEA-wide	To support ELA and reading achievement, funds will be utilized to provide a library media teacher in each city and library technicians, as well as provide supplemental materials, books, supplies, and online databases for all students. Providing access to supplemental resources and staff to support the use of these resources for our low income and English learners is an equitable solution to existing barriers such as access and financial hardship. In addition, ongoing support will be provided to library media teachers and library technicians through a partnership with FCSS Library Services in the form of professional development and direct support for library staff. Our library media teachers and library technicians will be trained to create an inclusive, supportive, and enriching environment to meet the unique needs of our English learner and low income students through the offering of multilingual resources, cultural sensitivity, collaboration with teachers, and individualized support for struggling readers. Culturally relevant and engaging books will be provided in school libraries so that the identified students can see their own cultures, experiences, and backgrounds reflected in the books they read. We believe this will help them to feel more connected to the material which can increase their	1.3 - CAASPP ELA Educational Partner Feedback

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
		interest and engagement in reading and learning. Books will be tracked through an online library database accessible to the identified students during the school day. To strengthen our outcomes, the district will ensure that all books in the five district libraries are labeled with reading levels that correlate to the reading levels given on our local literacy skill and reading benchmark assessments, therefore, providing low income and English learner students with texts specific to their ability to read. The identified students are familiar with the reading level scores given on the benchmark assessments and will be taught to understand the labeling on library books. We will also ensure that the opportunity to assess low income and English learner students' comprehension of books read is provided in the libraries, resulting in earning rewards to encourage student participation. While this action is specifically created to support the identified needs of low income and English learner students, because all students will benefit from this action, it is being provided district-wide.	
1.9	**Action:** College and Career Readiness **Need:** According to the metrics above and local data, our English learner and low income students have some of the lowest completion rates in CTE/ROP and electives, which leads to a lower number of students who meet	To support the achievement of college and career readiness, CHUSD will provide supplemental instructional materials, guest speakers, campus and career visits, post-secondary awareness events, and secondary counselors. CHUSD will allocate resources to provide English learner and low income students targeted supplemental instructional materials in order to	1.5 - A-G Completion 1.13 - Graduation Rate 1.16-College and Career Indicator (CCI) 2.1 - Middle School Dropout Rate 2.2 - High School Dropout Rate

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
	"Prepared” on the College and Career Indicator. Our data also shows increased drop-out rates at both the middle and high school levels, which will need to be addressed. Our English learner and low income student populations have A-G rates lower than that of all students. Upon investigating this at the high school, the district discovered there is a need for students to better understand the connection between A-G completion and postsecondary opportunities. Our English learner and low income student population is in need of additional academic, social/emotional, and mentoring support in order to increase their high school graduation rates. Feedback from Educational Partners suggests that robust counseling services are a way to provide this needed support. **Scope:** LEA-wide	provide greater access and support to a broad course of study which includes CCSS, NGSS, CTE/ROP, and electives. Services performed under this action are intended to support college and career readiness by increasing the number of resources available to provide differentiated instruction and support skill development based on individual student need. CHUSD will provide college and post-secondary awareness opportunities that include guest speakers, campus and career visits, and provide students with the information needed to pursue higher education and/or career training in order to support the successful completion of A-G courses. Guest speakers and college visits are designed to expose students to various professions and the educational pathways required for college and careers. The identified students will also be exposed to various professions and the educational pathways required for these careers from interactions with guest speakers. By exposing the identified students to firsthand experiences of college environments, as well as exposure to real-world professionals, we hope to demystify the college and career process. Costs will include other operating expenditures, such as transportation costs for college visits and outside consultants coming in as guest speakers. In addition, the high school will continue to hold its “Annual Signing Day" to promote a culture dedicated to positive outcomes for students. By removing opportunity barriers for our English learners and low income students, the District expects to increase competition of A-G courses for these populations.	Educational Partner Feedback

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
		Additionally, CHUSD is committed to providing caring and supportive counseling services that focus on social/emotional, behavioral, attendance, academic, and A-G completion for English learners and low income students. This support will provide opportunities for counselors and students to work together in creating academic plans and will also support students with strategies to overcome social/emotional barriers to success. Counselors will continue to participate in professional learning communities focused on data analysis and disaggregation of metrics based on middle schools of origin to ensure students with the greatest needs are being served. This action is designed to meet the needs most associated with our English learners and low income students, because all students will benefit, it is being provided district wide.	
1.10	**Action:** Professional Development for All Staff **Need:** According to Dashboard data, our English learner and low income student populations have a need for additional support to see increased performance on local and state academic assessments. Additionally, a needs assessment showed our teachers require support in implementing state adopted standards and curriculum to best serve our students.	Ensuring practitioners are current in the most recent research-based practices that address and mitigate barriers most often associated with and experienced by our English learners and low income students is critical. Therefore, CHUSD will allocate funds to support three (3) days of professional development for all certificated staff. Professional development will be aimed at improving teacher capacity and building teacher understanding of instructional practices, curriculum, and instructional technology that targets and supports the identified students. Supplemental training materials, supplies, and	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.4 - CAASPP Math

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	operating costs for training are also funded through this action. Additionally, The district will ensure that professional development includes aligning curriculum and instruction with state standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also train teachers on how to use these protocols to drive instructional decisions and develop action plans for addressing identified gaps. This action is designed to meet the needs most associated with English learner and low income students, because the District feels this will be beneficial for all students, it will be available on a district-wide basis.	
1.11	**Action:** Site-Specific Professional Development **Need:** According to Dashboard data, our English learner and low income student populations have a need for additional support to see increased performance on local and state academic assessments. Additionally, a needs assessment showed our teachers require support in implementing state adopted standards and curriculum to best serve our students.	All staff need to be further supported in addressing achievement gaps that are specific to the needs of their own English learner and low income student populations. Therefore CHUSD has allocated an additional one and a half (1.5) hours per month for professional development for all certificated staff to meet the needs of each site, specific to supporting the learning gaps of these student groups. Site specific professional development needs will be based on an analysis of the English Learner and Low Income students at each site. Training will be tailored to meet the identified needs and may include: enhancing the educational practices such as best first instruction and lesson embedded intervention for at-risk students, increasing the understanding of identified student barriers,	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.4 - CAASPP Math

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	fostering collaboration between school and home, incorporating trauma-informed practices, and empowering educators with content area knowledge and resources. Supplemental training materials, supplies, and operating costs for training are also funded through this action. Additionally, The district will ensure that these site based professional development sessions include aligning curriculum and instruction with state standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also train teachers on how to use these protocols to drive instructional decisions and develop action plans for addressing identified gaps. Finally, this action will ensure the support staff can organize and prepare the professional development. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided districtwide.	
1.12	**Action:** Educational Technology **Need:** According to the state and local metrics, our English learners and low income students have the most opportunity for increased academic improvement. Educational partner feedback makes it clear that our English learner and low income students have the least access to state standards and curriculum	To support English learner and low income students' access to state adopted standards and curriculum, CHUSD will provide technology devices, software maintenance, hardware replacement/repair, supplemental licenses, classroom technology devices, technology staff to ensure device usability, connection and function, as well as Cloud Based Learning Management Systems. These supports will provide consistent access to state standards, adopted curriculum, digital learning applications and monitoring of	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.4 - CAASPP Math

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
	resources. Educational Partner feedback shows that these students rely on the technology and devices provided by our district to be able to access digital learning at home. **Scope:** LEA-wide	progress even while at home. This allows English learner and low income students the ability to continue their education, parents to monitor progress and communicate with school staff, and teachers the resources to engage and provide instruction. Access to information through the use of technology is an essential part of the state standards and the way students prepare for assessments, providing practice on the technology platform by which assessments are delivered. The district will also provide maintenance and replacement of hardware and software, including licenses, at no cost to students. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided districtwide	
2.1	**Action:** District Sports Programs **Need:** Based on state data, our foster youth and low income students have chronic absenteeism rates that are higher than our District average. A needs assessment revealed that one of the barriers to school attendance for our foster youth students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, providing a robust athletics program is an effective way to promote low income, English Learner and	A barrier for our foster youth students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, extracurricular sports are a key engagement activity for the identified students. CHUSD recognizes the need for foster youth and low income students to improve access to extracurricular sports, especially those who are the least engaged. Therefore, CHUSD will allocate funds to maintain sports programs for elementary, middle, and high schools. Funds will be used for the high school Athletic Directors' salaries, middle school Athletic Directors' stipends, certificated and classified coaches' stipends, and professional services to facilitate events, equipment, supplies, and	2.4 - Attendance Rate 2.5 - Chronic Absenteeism 2.9 - School Connectedness

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
	Foster Youth student engagement, encouraging school attendance. **Scope:** LEA-wide	transportation to and from sporting events, during the sports season, in order to promote engagement, especially for our foster youth and low income students. Through the sports programs, the Athletic Directors and coaches will provide a network of support for our low income and foster youth students within the school and community. They will act as a bridge between both, identifying and monitoring specific needs of the identified students, possibly leading to referrals to necessary resources such as mental health supports, food assistance and housing resources. Our low income and foster youth students do not always have the means or access to equipment and supplies necessary to participate in sports, as well as, transportation to the events. By providing these resources, we will ensure our low income and foster youth students have the supplies needed to participate in the sports programs. This action is designed to meet the needs most associated with our foster youth, and low income students needing to increase engagement through participation in extracurricular sports programs; however, because the District feels this will be beneficial for all students, it will be available on a district-wide basis.	
2.2	**Action:** Educational Opportunities Outside of School **Need:** According to Educational Partner feedback and our local student climate and engagement survey, our English learner, foster youth, and	CHUSD will allocate resources to provide expanded learning opportunities through educational field trips for our English learner, foster youth, and low income student population. These opportunities will be designed to support CCSS implementation, promote outdoor education, and enhance student knowledge of	1.12 - Broad Course of Study 2.4- Attendance Rate 2.9 - Student Connection Educational Partner Feedback

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
	low income student population rely on school for their educational enrichment opportunities, such as field trips and have little access to additional enrichment opportunities outside of school. A needs assessment revealed that one of the barriers to student connection and attendance for our foster youth and low income students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, providing educational opportunities outside of school is an effective way to promote low income, English Learner and Foster Youth student engagement, encouraging school connection attendance. **Scope:** LEA-wide	their community and California. Experiencing learning outside the classroom in a dynamic setting can make education more engaging and relevant. This hands-on, experiential learning can build background knowledge and foster curiosity in subjects that the identified students might find abstract or disconnected from their daily lives when taught in a traditional classroom setting. These opportunities for education outside the regular classroom setting support students connection to school by providing shared experiences and memories with peers and teachers, solidifying what is taught in the classroom through hands-on, real-world experiences, and broadening the perspective and exposure of students which encourages engagement and motivation in school to set and achieve future goals. While this action is specifically created to support the identified needs of English learners, foster youth, and low income students, because all students will benefit from this action, it is being provided district-wide.	
2.3	**Action:** Campus Safety **Need:** Based on our local student climate and engagement survey, 64% of our students feel safe at school and 30% of secondary students feel connected to school.	The term student engagement can provide an overarching framework for many positive individual student processes, relationships within the school, and contextual qualities. In order to support students' behavior engagement through actions such as good attendance, following rules, completing assignments, coming to class prepared, and participating in class and in school activities, CHUSD will provide staff who can build meaningful relationships that help our English	2.8 - School Safety 2.9 - Student Connection Educational Partner Feedback

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
	According to educational partner feedback, which includes parents, staff and students, from our English learner and low income populations, providing a safe environment through safety personnel, supplies, and consistent communication with educational partners is essential to student engagement. **Scope:** LEA-wide	learner and low income students thrive. CHUSD is committed to ensuring a safe and secure learning environment for our low income and English learners, as well as all students. The District will provide Campus Safety Liaisons: two (2) at HES, three (3) at CHS, one (1) at HMS, two (2) at CMS, two (2) for Coalinga Elementary school sites, and one (1) at Alternative Ed. CHUSD will allocate funds to support a chief security officer to provide community-oriented communications with parents, students, and staff. In addition, safety liaisons will conduct presentations on campus safety for staff and students, work with assistant principals on restorative practices, and demonstrate positive interactions with safe adults. CHUSD Campus Safety Liaisons will support identified students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect. CHUSD will also allocate funds for materials and supplies that support security liaisons safety presentations, avenues for students to anonymously report safety concerns and incidents, and enhance school site security. In our experience, campus safety staff are necessary to create an environment where the identified students and staff can focus on learning and personal growth without unnecessary risks or disruptions. The supports provided by staff are designed to promote a sense of security, support emergency preparedness, and contribute to the overall well-being of the school community through the active involvement of safe adults on campus and increased community-oriented communication. These services are supported by, research which says that trusting and positive	

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
		relationships can lead to higher feelings of safety, security, and engagement by students. This action is designed to meet the needs most associated with our English learner and low income students' needs. Because the District anticipates these actions and services will benefit all students, they will be available on a district-wide basis.	
2.4	**Action:** Education Services Staff **Need:** According to Dashboard data and educational partner feedback, there is an opportunity for improvement in chronic absenteeism rates and suspension rates, especially for our Foster Youth, English Learner, and Low Income students. Additionally the 2023 Dashboard shows that EL and SED students at Coalinga Middle School and Coalinga High School were rated "Very High" in the area of suspensions, indicating a need to provide support for EL and SED students at these sites. When we evaluated our current systems, including those at Coalinga Middle and High Schools, we found a need to implement restorative justice practices, including alternatives to suspension. We believe that implementing these alternatives will provide our EL and SED students with stronger connections to caring adults, keeping them in school.	In order to address these needs, the District will provide certificated salaries and benefits for 7 site based Assistant Principals and 1 Roving Assistant Principal who focus on supporting the SEL system and Capturing Kids Hearts model of relationship building and social interactions that cultivate higher levels of executive functioning, self-regulation, and skills for intra- and interpersonal interaction. The District recognizes that supporting students' social/emotional health and modeling positive relationships and social interactions are practices that have been shown to decrease suspension rates and ultimately change behaviors for our English Learner, Foster Youth, and Low-Income students. The district will provide comprehensive professional development on restorative justice principles and practices for the Assistant Principals so they can lead and implement restorative justice practices across the schools in the district. Restorative Justice focuses on repairing harm and restoring relationships rather than punitive measures. By training assistant principals to become champions of restorative justice, they will	2.5 - Chronic Absenteeism 2.7 - Suspension Rate

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
	Educational partner feedback revealed a need to continue to implement our SEL system, including the Capturing Kids Hearts model in order to help staff build strong connections with students. **Scope:** LEA-wide	be tasked with transforming school discipline policies and practices to reflect these approaches. In addition to focusing on suspension rates, Assistant Principals will monitor other indicators impacting academic achievement, including chronic absenteeism. They will collaborate with teachers in PLCs to analyze data and connect the identified students and their families to resources provided by the district or other local agencies. They will work with the district child attendance and welfare team to remove barriers to school attendance for EL and SED students. In addition to supporting our SEL system and Capturing Kids Hearts model of relationship building and social interactions, the Roving Assistant Principal will support our elementary and alternative education sites that do not have assistant principals. Coalinga High School will focus on building relationships with at-risk EL and SED students and implement with fidelity site-wide Tier 1 lessons to address academic and behavioral expectations (Toad Pride) through a PBIS model. A behavioral intervention teacher and counselor will increase behavioral supports, interventions and restorative practices in order to cultivate higher levels of executive functioning, self-regulation, and skills for intra- and interpersonal interaction. Coalinga Middle School will develop engaging learning experiences promoting voice, choice, and a passion for learning, incorporating college and career awareness activities, aiming to reduce	

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
		suspensions by 3% from last year, while fostering trusting relationships between students and mentors for English learners and low income students. Through a proactive systems approach to behavior and implementation of school-wide expectations, Coalinga Middle School will use the PBIS model to enhance student motivation towards taking action in leading their education. The school will continue to grow trusting adult relationships through the SMART mentorship program and build upon positive connections with students and families through Capturing Kids Hearts and Leader in Me. By integrating these comprehensive strategies, Coalinga Middle School is dedicated to creating a supportive and dynamic educational environment where every student can thrive academically, socially, and emotionally. This action is designed to meet the needs most associated with FY, EL, and LI, including EL and SED students at Coalinga Middle School and Coalinga High School, because the District feels this will be beneficial for all students, it will be available on a district-wide basis.	
2.5	**Action:** Child Welfare and Attendance **Need:** Based on our most current Dashboard data, our foster youth and low income students have chronic absenteeism rates that are higher than our District average. While student's sense of safety has decreased over the last year so has	In order to address this need, CHUSD will allocate funds for Community Liaisons at 7 sites to provide outreach services to our foster youth and low income students, their guardians, and community members. Community Liaisons will play a vital role in building a home-to-school connection and communication. Community Liaisons will assist with translation and interpretation duties beyond what is required, assist with parent meetings,	2.1 - Middle School Dropout Rate 2.2 - High School Dropout Rate 2.4 - Attendance Rate 2.5 - Chronic Absenteeism 2.8 - School Safety 2.9 - Student Connection

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
	connectedness rates, showing a need for improvement in this area. Through a root cause analysis and Educational Partner input, CHUSD continues to recognize that improved communication throughout the district and community, as well as increased social/emotional supports for the identified students will help address the stressors and barriers that impact absenteeism, including improving opportunities to increase communication with families designed to impact student engagement and attendance in school. Drop out rates at our Middle and High Schools have increased slightly but remain low, which Educational Partners attribute to the social-emotional and health supports provided by the district. **Scope:** LEA-wide	workshops, and training as well as assist with monitoring student attendance. CHUSD will also address behavioral root causes that act as barriers to fully engaging in school and result in absenteeism. Funding to support our evolving needs for Behavior Specialists and Social Workers who provide social/emotional skill building, and wellness check-ins to our foster youth and low income students. By providing students with the resources needed to be healthy and better prepared to be present as active learners at school, the District believes barriers to attendance, particularly for our foster youth and low income students will be reduced. Research and local practitioner experience indicates that by effectively supporting the identified students with social/emotional support and tools, students will develop resilience and confidence to more effectively navigate the stressors that exist at school so CHUSD will fund elementary counselors district wide to provide these supports and tools. This action will also include an Administrator of Student Services and Family Support who will provide Child Welfare and Attendance (CWA) services by guiding support, monitoring academics and engagement, and connecting personalized resources to the identified students and their families with the greatest needs. This person will closely monitor data to ensure that resources and tiers of support are being allocated appropriately and that our foster youth and low income students are being supported based on their individual needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While this action is designed to address the needs of Foster Youth and Low Income students, we believe all students will benefit so it is being provided district wide. This action uses 2.0 funding.	
2.6	**Action:** Wellness Initiative **Need:** Based on our most recent local data, while our foster youth, low income students, and English learners have higher attendance rates as compared to all students as well as lower chronic absenteeism rates for our ELs compared to all students, the rates could still improve. Also, parent engagement and student connectedness has declined over the past year, demonstrating there is a need to increase these rates. Additionally, according to the CA Dashboard our low-income and English Learner student groups are low performing in Math and ELA. Educational Partners feedback revealed that social/emotional support contributes to mitigating the stresses and obstacles experienced by our English learner, low income, and foster youth students that often result in absenteeism.	CHUSD continues to recognize that social/emotional support contributes to students' ability to attend school and access instruction and academic content. In order to address these needs, CHUSD will continue to allocate funds to support the development of Wellness Centers on secondary campuses. This began with Coalinga High School in August 2022 and will begin implementation at Coalinga and Huron Middle Schools in 2024-2025 school year. CHUSD will continue building a wellness model focused on the targeted student groups to support the whole child and focus on the prevention of Tier III behaviors. Expenditures will include Wellness Center Coordinators and Wellness Center Outreach Specialists, as well as materials and supplies needed to carry out site activities to ensure successful sites. The services provided by Wellness Coordinators and Outreach Specialists will include intentional social/emotional counseling, social skill building and practice, strengthening our foster youth, English learner, and low income students ability to self-regulate, set academic goals, self-select academic and social strategies, and contribute to a positive culture; all strategies that can improve their ability to access instruction and academic content and promote their attendance at school.	1.3 - CAASPP ELA 1.4 - CAASPP Math 2.3 - Parent Engagement 2.4 - Attendance Rate 2.5 - Chronic Absenteeism 2.9 - Student Connection

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	Outreach specialists will also serve as another point of communication for the identified student's families in order to strengthen parent engagement in their child's educational experience. By providing additional support staff dedicated to identifying and meeting the needs of the whole child, we aim to strengthen school connectedness for both parents and students. While this action is specifically created to support foster youth, English learners, and low income students, because all students will benefit from this action, it is being provided districtwide.	

Limited Actions

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

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

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

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.

All schools in the District are above 55% enrollment of Low-Income students, English Learners, and Foster Youth, and all schools will receive additional FTE to provide direct services to these students; therefore, no methodology was required to prioritize services to individual schools. The district will use Concentration Grant Add-on funds at schools with 55% or greater enrollment of unduplicated students to hire Community Liaisons, Behavior Specialists, Social Workers, Elementary Counselors, and an Administrator of Student Services and Family Support as designed in Goal 2, Action 5.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	$46,845,017	18,355,217	39.183%	4.703%	43.886%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$69,442,873.06	$17,594,890.95	$682,709.71	$5,488,451.21	$93,208,924.93	$69,714,220.00	$23,494,704.93

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CTE/ROP Participation	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,033,716.00	$266,926.55	$1,033,716.00	$266,926.55			$1,300,642.55	0
1	1.2	Access to Visual and Performing Arts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$592,473.00	$30,000.00	$622,473.00				$622,473.00	0
1	1.3	Targeted Intervention & Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$705,128.00	$10,000.00	$715,128.00				$715,128.00	0
1	1.4	Alternative Education Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,768,722.00	$10,000.00	$1,778,722.00				$1,778,722.00	0
1	1.5	STEM	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$170,994.00	$20,000.00	$190,994.00				$190,994.00	0
1	1.6	ELA and ELD Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$3,755,065.00	$441,441.10	$4,196,506.10				$4,196,506.10	0
1	1.7	Advanced Placement and Dual Enrollment Courses	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$397,644.00	$15,000.00	$412,644.00				$412,644.00	0
1	1.8	Library Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$743,351.00	$120,000.00	$863,351.00				$863,351.00	0
1	1.9	College and Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$1,138,790.00	$60,000.00	$1,198,790.00				$1,198,790.00	0
1	1.10	Professional Development for All Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$19,846.00	$170,671.59	$190,517.59				$190,517.59	0

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	1.11	Site-Specific Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	0
1	1.12	Educational Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,508,728.00	$1,400,000.00	$2,908,728.00				$2,908,728.00	0
1	1.13	Learning Recovery	All	No			All Schools		$0.00	$1,145,855.00		$1,145,855.00			$1,145,855.00	
2	2.1	District Sports Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$338,086.00	$652,603.92	$990,689.92				$990,689.92	0
2	2.2	Educational Opportunities Outside of School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00	0
2	2.3	Campus Safety	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$840,925.00	$50,000.00	$890,925.00				$890,925.00	0
2	2.4	Education Services Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,363,835.00	$60,000.00	$1,423,835.00				$1,423,835.00	0
2	2.5	Child Welfare and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,415,194.00	$276,926.55	$2,692,120.55				$2,692,120.55	0
2	2.6	Wellness Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$189,264.00	$10,000.00	$199,264.00				$199,264.00	0
2	2.7	Community Schools	All	No			All Schools		$0.00	$500,000.00		$500,000.00			$500,000.00	
3	3.1	Centralized Administrative Functions	All	No			All Schools		$3,062,764.00	$2,362,657.46	$5,425,421.46				$5,425,421.46	
3	3.2	Operating Costs	All	No			All Schools		$32,323,668.00	$3,640,098.76	$27,931,255.44	$3,090,609.40	$409,529.71	$4,532,372.21	$35,963,766.76	
3	3.3	Transportation and Facilities	All	No			All Schools		$8,369,918.00	$10,414,246.00	$15,371,872.00	$3,412,292.00			$18,784,164.00	

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	**3.4**	Special Education	All	No			All Schools		$8,976,109.00	$1,137,147.00	$155,920.00	$8,728,077.00	$273,180.00	$956,079.00	$10,113,256.00	
4	**4.1**	CCI Support	All	No			Specific Schools: Cambridge High, Chesnut High (Continuation), Miles W. Culwell Community Day		$0.00	$188,419.00		$188,419.00			$188,419.00	
4	**4.2**	Alternatives to Suspension	All	No			Specific Schools: Cambridge High School, Chesnut Continuation, Miles W. Culwell Community Day		$0.00	$184,819.00		$184,819.00			$184,819.00	
5	**5.1**	Chronic Absenteeism Rate	All	No			Specific Schools: Annie E. Cheney Kindergarten		$0.00	$77,893.00		$77,893.00			$77,893.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$46,845,017	18,355,217	39.183%	4.703%	43.886%	$20,558,404.16	0.000%	43.886 %	**Total:**	$20,558,404.16
								LEA-wide Total:	$20,558,404.16
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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**	CTE/ROP Participation	Yes	LEA-wide	English Learners	All Schools	$1,033,716.00	0
1	**1.2**	Access to Visual and Performing Arts	Yes	LEA-wide	English Learners Low Income	All Schools	$622,473.00	0
1	**1.3**	Targeted Intervention & Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$715,128.00	0
1	**1.4**	Alternative Education Program	Yes	LEA-wide	English Learners Low Income	All Schools	$1,778,722.00	0
1	**1.5**	STEM	Yes	LEA-wide	English Learners Low Income	All Schools	$190,994.00	0
1	**1.6**	ELA and ELD Support	Yes	LEA-wide	English Learners Low Income	All Schools	$4,196,506.10	0
1	**1.7**	Advanced Placement and Dual Enrollment Courses	Yes	LEA-wide	English Learners Low Income	All Schools	$412,644.00	0
1	**1.8**	Library Services	Yes	LEA-wide	English Learners Low Income	All Schools	$863,351.00	0
1	**1.9**	College and Career Readiness	Yes	LEA-wide	English Learners Low Income		$1,198,790.00	0

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	1.10	Professional Development for All Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$190,517.59	0
1	1.11	Site-Specific Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	0
1	1.12	Educational Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$2,908,728.00	0
2	2.1	District Sports Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$990,689.92	0
2	2.2	Educational Opportunities Outside of School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
2	2.3	Campus Safety	Yes	LEA-wide	English Learners Low Income	All Schools	$890,925.00	0
2	2.4	Education Services Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,423,835.00	0
2	2.5	Child Welfare and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,692,120.55	0
2	2.6	Wellness Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,264.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$83,200,373.86	$81,883,235.83

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**	CTE/ROP Participation	Yes	$1,864,544.05	$1,864,544.05
1	**1.2**	Access to Visual and Performing Arts	Yes	$479,552.00	$551,598.43
1	**1.3**	Targeted Intervention & Instructional Support	Yes	$603,868.89	$694,674.11
1	**1.4**	Alternative Education Program	Yes	$1,658,423.00	$1,426,253.52
1	**1.5**	STEM	Yes	$208,798.00	$189,256
1	**1.6**	ELA and ELD Support	Yes	$4,044,197.00	$3,248,717.79
1	**1.7**	Advanced Placement Courses	Yes	$377,083.00	$427,466.25
1	**1.8**	Library Services	Yes	$936,205.00	$842,417.63
1	**1.9**	College and Career Readiness	Yes	$1,575,274.00	$1,164,858.98
1	**1.10**	Professional Development for All Staff	Yes	$200,000.00	$372,041.68
1	**1.11**	Site-Specific Professional Development	Yes	$168,419.00	$103,824.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Educational Technology	Yes	$2,167,375.00	$1,756,293.89
1	1.13	Physical Fitness Test	Yes	$43,308.43	$43,308.43
2	2.1	District Sports Programs	Yes	$995,465.00	$1,203,441.96
2	2.2	Educational Opportunities Outside of School	Yes	$300,000.00	$203,280.43
2	2.3	Campus Safety	Yes	$822,123.00	$934,863.97
2	2.4	Education Services Staff	Yes	$1,505,317.00	$1,059,040
2	2.5	Child Welfare and Attendance	Yes	$2,384,309.90	$2,058,829.50
2	2.6	Wellness Initiative	Yes	$40,000.00	$25,864.85
2	2.7	Community Schools	No	$250,000.00	$25,864.85
3	3.1	Centralized Administrative Functions	No	$5,966,955.22	$5,784,984
3	3.2	Operating Costs	No	$28,079,229.44	$28,079,229.44
3	3.3	Transportation and Facilities	No	$15,135,807.94	$15,135,807.94
3	3.4	Food Services	No	$3,693,120.99	$3,926,354.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Special Education	No	$9,434,686.00	$10,760,419.4
4	**4.1**	CCI Support	No	$188,419.00	0
5	**5.1**	Chronic Absenteeism Rate	No	$77,893.00	0

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)
$17,859,739	$19,577,942.22	$17,256,396.15	$2,321,546.07	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	CTE/ROP Participation	Yes	$1,068,224.00	$950,364	0	0
1	1.2	Access to Visual and Performing Arts	Yes	$479,552.00	$551,598.43	0	0
1	1.3	Targeted Intervention & Instructional Support	Yes	$603,868.89	$694,674.11	0	0
1	1.4	Alternative Education Program	Yes	$1,658,423.00	$1,426,253.52	0	0
1	1.5	STEM	Yes	$208,798.00	$189,256	0	0
1	1.6	ELA and ELD Support	Yes	$4,044,197.00	$3,248,717.79	0	0
1	1.7	Advanced Placement Courses	Yes	$377,083.00	$427,466.25	0	0
1	1.8	Library Services	Yes	$936,205.00	$842,417.63	0	0
1	1.9	College and Career Readiness	Yes	$1,575,274.00	$1,164,858.98	0	0
1	1.10	Professional Development for All Staff	Yes	$200,000.00	$372,041.68	0	0
1	1.11	Site-Specific Professional Development	Yes	$168,419.00	$103,824.73	0	0
1	1.12	Educational Technology	Yes	$2,167,375.00	$1,756,293.89	0	0
1	1.13	Physical Fitness Test	Yes	$43,308.43	$43,308.43	0	0

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)
2	**2.1**	District Sports Programs	Yes	$995,465.00	$1,203,441.96	0	0
2	**2.2**	Educational Opportunities Outside of School	Yes	$300,000.00	$203,280.43	0	0
2	**2.3**	Campus Safety	Yes	$822,123.00	$934,863.97	0	0
2	**2.4**	Education Services Staff	Yes	$1,505,317.00	$1,059,040	0	0
2	**2.5**	Child Welfare and Attendance	Yes	$2,384,309.90	$2,058,829.50	0	0
2	**2.6**	Wellness Initiative	Yes	$40,000.00	$25,864.85	0	0

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)
$45,852,060	$17,859,739	3.387%	42.338%	$17,256,396.15	0.000%	37.635%	$2,156,352.12	4.703%

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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