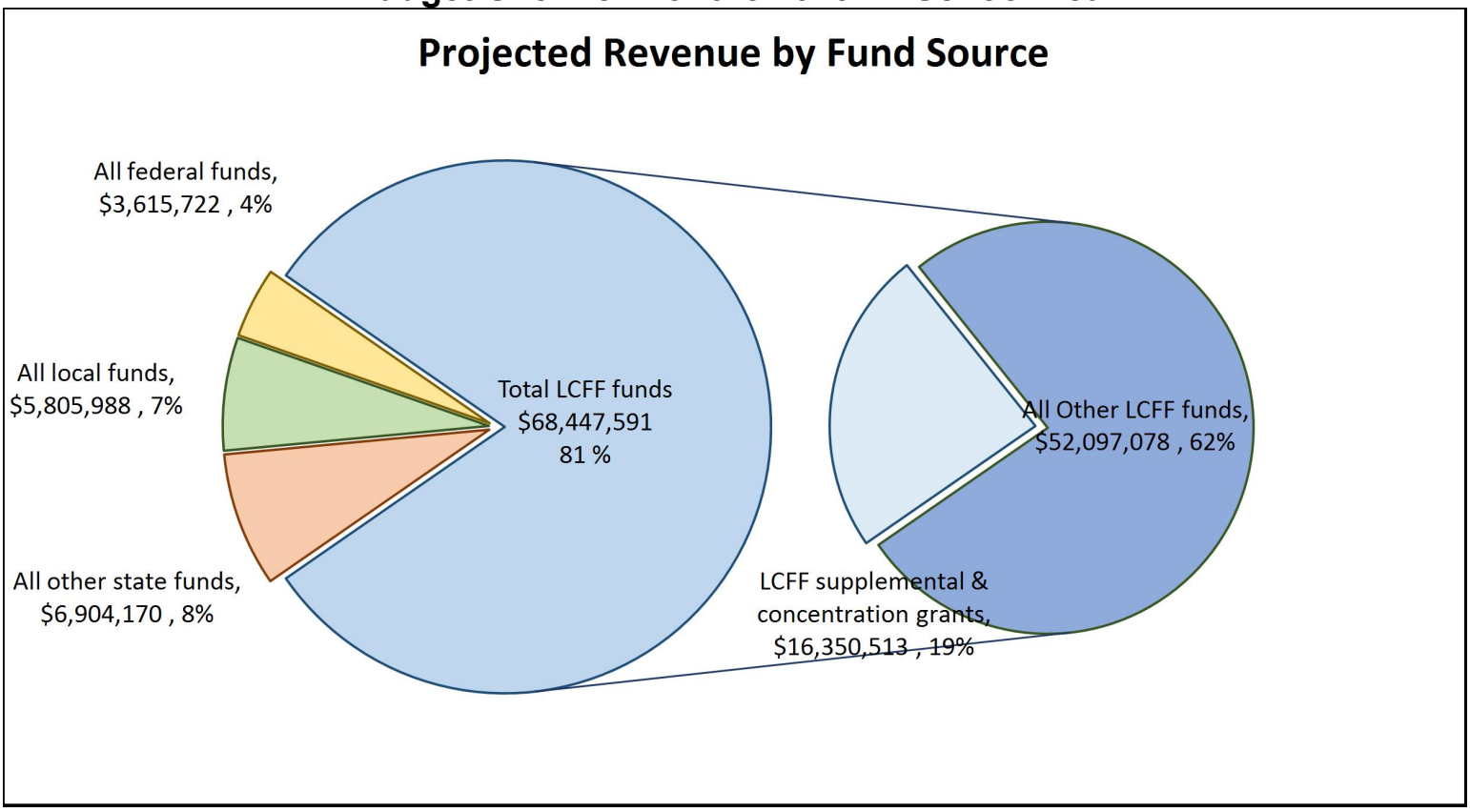
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union High School District
CDS Code: 13631150000000
School Year: 2026-27
LEA contact information:
David Farkas
Superintendent
dfarkas@mycuhsd.org
760-336-4515

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

Budget Overview for the 2026-27 School Year

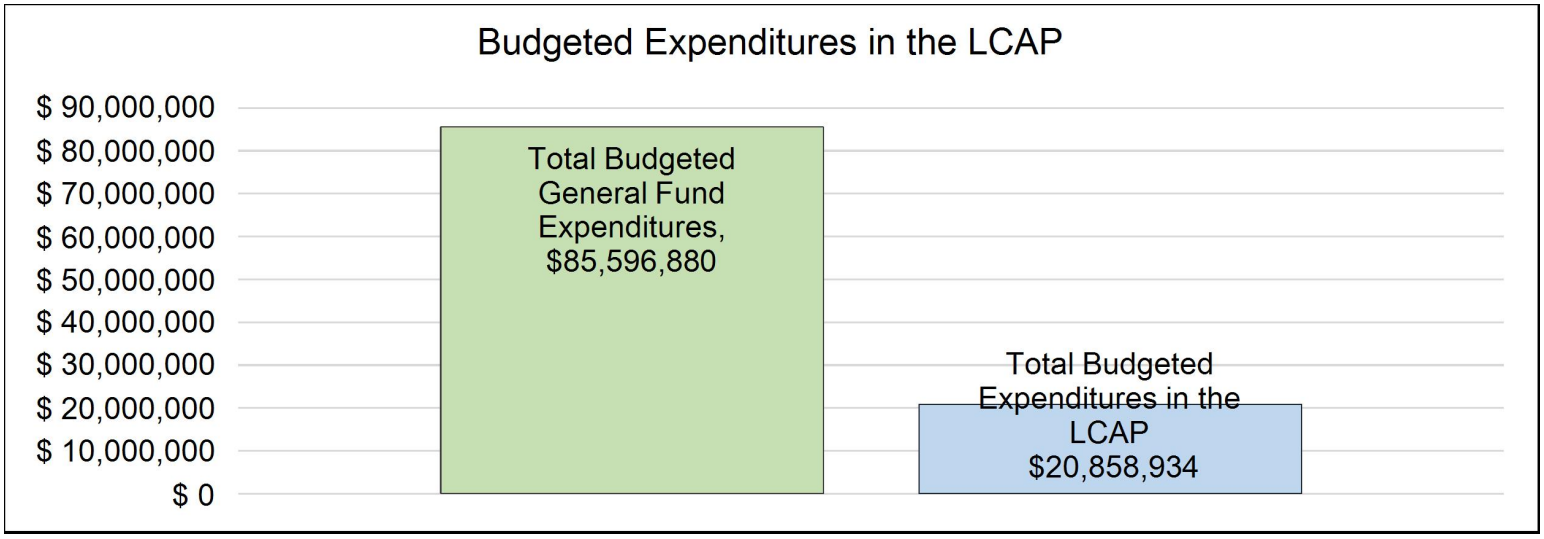


This chart shows the total general purpose revenue Central Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union High School District is $84,773,471, of which $68,447,591 is Local Control Funding Formula (LCFF), $6,904,170 is other state funds, $5,805,988 is local funds, and $3,615,722 is federal funds. Of the $68,447,591 in LCFF Funds, $16,350,513 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Central Union High School District plans to spend $85,596,880 for the 2026-27 school year. Of that amount, $20,858,934 is tied to actions/services in the LCAP and $64,737,946 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated and classified salaries, employee benefits, books and supplies, and other operating expenses for the District.

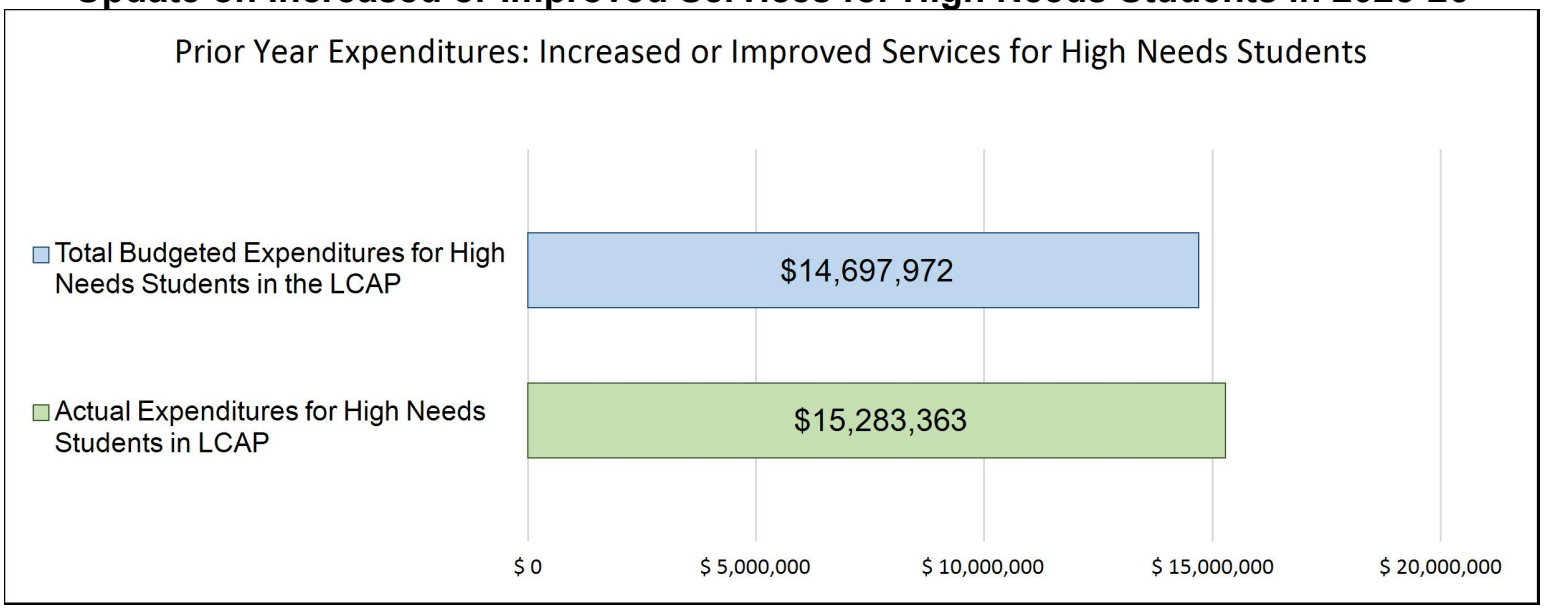
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Central Union High School District is projecting it will receive $16,350,513 based on the enrollment of foster youth, English learner, and low-income students. Central Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union High School District plans to spend $16,350,513 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high need students in the 2026-27 LCAP matches the projected revenue of LCFF supplemental and concentration grants for 2026-27.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Central Union High School District's LCAP budgeted $14,697,972 for planned actions to increase or improve services for high needs students. Central Union High School District actually spent $15,283,363 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union High School District	David Farkas Superintendent	dfarkas@mycuhsd.org 760-336-4515

Plan Summary [2026-27]

General Information

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

Central Union High School District is located in the Imperial Valley in the city of El Centro, a community of 44,124 residents. It is situated in the southeast corner of California and is bordered by Baja California, Mexico, to the south, Riverside County to the north, Yuma County, Arizona, to the east, and San Diego County to the west. Imperial County is the ninth largest county in California covering almost 4,200 square miles of desert sand, rugged mountains, and 600,000 acres of high-quality farmland. The community is primarily rural, and the area's major occupations are farming and its allied services, military and civilian government work, and small businesses. Agriculture is the second largest employer while government employment comprises the greatest percentage of the county's workforce. The nearest urban United States city is San Diego which is 120 miles to the west with a population of over 1,300,000. The border city of Mexicali is twelve miles away with a population of over 1,000,000. The two Imperial County ports of entry are among the busiest in the nation.

On the CDE Dashboard for 2025, Central Union High School District had an enrollment of 4,070 students spread among four high schools (2 comprehensive sites, 1 alternative high school, and 1 school of choice; a Long Term Independent Studies program has been placed at both comprehensive high schools as well). Of the 4,070 students enrolled, 95.9% of students are Hispanic, 2.5% White, 0.6% Asian, 0.7% African American, 0.1% Filipino, 0% American Indian, and 0.1% who reported two or more races. Additionally, 74.3% of students were considered socioeconomically disadvantaged, 24.3% were English Learners, 0.3% were Foster Youth, and 13.8% were Students with Disabilities. The district has also offered a growing adult education program that serves over 140 adults in the community. Currently, students identified as English learners (EL) comprise approximately 23% of the student population, the vast majority of whom speak Spanish in the home. Our LCFF Unduplicated count is 3280 (80.69%). There are 13 (.32%) students identified as Foster Youth and 283 (6.96%) students identified as experiencing homelessness.

In 25-26, Central Union High School has an enrollment of 2021 students (1602 students counted in the Unduplicated population). Southwest High School has an enrollment of 1886 students (1525 counted in the unduplicated number). Desert Oasis has an enrollment of 135 students (130 counted in the unduplicated number). And, Phoenix Rising has an enrollment of 23 students (23 counted in the unduplicated number).

Desert Oasis High School qualifies for Equity Multiplier funding.

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

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

CUHSD is making a concerted effort and focus on engaging students, teaching skills necessary for postsecondary options, ensuring inclusion and equity across programs and class offerings, providing support to families, and creating a blended environment for students and staff where the use of technology becomes a learning tool and a regular part of the experience for all students in CUHSD. Intentional instructional planning, use of technology and other engagement strategies have been the focus of professional development. We have been focusing on building relationships and providing equity for each and every student, especially those in marginalized groups. Much planning has occurred to prepare for improvement in the 26-27 school year with professional development continuing in the areas of Teacher Clarity for strategic planning and intentional planning, assessment, and engagement/formative assessment strategies. Additionally, through a partnership with WestEd in the area of inclusion, we are working to ensure that Students with Disabilities' needs are more fully met and that our instruction through various methods of engagement and structure is addressing the needs of students who are struggling. Through the Differential Assistance and Compliance and Improvement Monitoring Processes, the District has also identified areas for improvement and is focusing in on supports and services for Students with Disabilities, English Learner students, and Dually Identified students at our schools. Coteaching was implemented in Algebra 1 classes in the 24-25 school year, which involves general education and special education teachers working together to teach students in the least restrictive environment, ensuring students with special needs are supported in the general education classroom. This endeavor expanded in the 25-26 school year to include Geometry, English 10, and English 11. In the 26-

27 school year, this will again be expanded to include English 9. Research suggests that co-teaching can lead to positive outcomes for students, including improved academic performance and increased social-emotional growth.

The District also has a vibrant Career Technical Education Program offering pathways in 7 industry sectors at Central (Residential and Commercial Construction, Financial Services, Engineering Technology, Biotechnology, Information Support and Services, Public Safety, and Design, Visual, and Media Arts), 2 industry sectors at Desert Oasis (Personal Services and Information Support and Services), and 6 industry sectors at Southwest (Agriculture & Natural Resources, Financial Services, Patient Care, Food Service & Hospitality, Public Safety, and Arts, Media, & Entertainment). Central has also hosted a Dual Enrollment CTE "pathway" in Transportation where students have taken college level courses during their school day working toward an automotive certificate through Imperial Valley College. We are currently looking to hire a part time automotive instructor to lead our work in this CTE sector.

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

Reflections: Annual Performance

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

CALIFORNIA SCHOOL DASHBOARD DATA

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

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

STUDENT GROUPS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE GROUP ON ONE OR MORE INDICATORS ON THE 2025 DASHBOARD:
Students with Disabilities: Academic Performance - ELA
Long-Term English Learners: Academic Performance - ELA

Homeless: Academic Performance- Math

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

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

SCHOOLS WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2025 DASHBOARD:
Central Union High School, Southwest High School, Desert Oasis High School

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

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

STUDENT GROUPS WITHIN A SCHOOL WITHIN THE LEA THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2025 DASHBOARD:
Central Union High School (English Learners: Academic Performance - ELA, Long-Term ELs: Academic Performance - ELA and Science, Students with Disabilities: Academic Performance - ELA and Math)

Southwest High School (Long-Term ELs: Academic Performance - ELA, Students with Disabilities: Academic Performance - ELA and Broad Course of Study - College and Career)

Desert Oasis High School (All Students - Academic Performance - ELA and math; English Learner: Broad Course of Study and School Climate - College and Career; and Long-Term English Learner: Broad Course of Study and School Climate - College and Career; and Socioeconomically Disadvantaged: Pupil Achievement - English and math)

Based on the 2025 Dashboard results, the District recognizes the continued need to address achievement gaps among several student groups. Mathematics remains an area of focus across the district, particularly for English Learners, Long-Term English Learners, students experiencing homelessness, and Students with Disabilities. While CAASPP mathematics performance remains below the state standard, the District has observed modest improvement between 2024 and 2025 in several student groups, including English Learners (-142.7 points below standard), Long-Term English Learners (-184.5), Hispanic students (-97.4), students experiencing homelessness (-125.4), socioeconomically disadvantaged students (-107.8), and Students with Disabilities (-195.9).

The District remains committed to meeting students where they are academically and creating mathematics learning experiences that are engaging, accessible, and relevant. Approximately 18% of all students met or exceeded standards in mathematics in 2025, representing a slight decline from 2024. Among Students with Disabilities, 2.34% met or exceeded standards, while 0.54% of English Learners met or exceeded standards, reflecting a slight increase over the prior year. In an effort to expand opportunities and increase relevance in mathematics instruction, the District developed and implemented courses such as Financial Algebra, Consumer Math, and Summative Math beginning in Fall 2019. The District is continuing to analyze achievement and course outcome data to determine the impact these courses may have on student success and postsecondary readiness. The District also recognizes the importance of ensuring students have access to rigorous coursework aligned with the skills and concepts assessed on the CAASPP, including Algebra 2 content. As part of ongoing instructional review and planning, the District is examining course sequencing, access, and instructional supports to strengthen student readiness and success in advanced mathematics pathways. Additionally, the Agile Mind program, an intensive and highly relevant Algebra support program, has been implemented at Central. The District is currently monitoring longitudinal data to evaluate the program's impact on student achievement and success in subsequent mathematics courses. Educational partner feedback sessions conducted this year emphasized the continued importance of teacher clarity, meaningful student relationships, and engaging instructional practices, particularly in mathematics and science classrooms. Students shared that while they are completing assignments and coursework, they would also like greater clarity regarding learning goals, instructional purpose, and connections to their overall learning progress. In response, the District will continue investing in professional learning opportunities focused on Teacher Clarity, effective instructional practices, relationship-building, and student engagement. Professional development, coaching cycles, classroom walkthroughs, and Learning Walks will support implementation throughout the school year. Administrators and instructional support staff will continue providing feedback and coaching to strengthen classroom instruction and student experiences. The District will also continue expanding support in the areas of co-teaching, inclusive instructional practices, accessibility, and differentiated instruction to better meet the diverse needs of all learners. Through these combined efforts, the District anticipates continued growth in both student achievement and student confidence in mathematics. To support ongoing progress monitoring, the District will continue administering the NWEA MAP Growth assessment, along with quarterly and classroom-based assessments, to identify areas of strength and need, monitor student growth, and inform instructional adjustments throughout the year. These data sources will help ensure timely interventions and targeted supports are provided to students. The District remains committed to continuous improvement through reflection, collaboration, data analysis, and strategic action, with the goal of improving outcomes and opportunities for all students.

ELA as measured by CAASPP has become an area of analysis for us as we continue to decline in our scores. In 2019 (pre-COVID), our All Student group scored 21.8 points above standard. In 2025, All Students scored 8.7 points below standard. Both ELs and SWD, scored lower than All Students in 2019 (ELs - Red - 48.4 points below standard and SWD - Red - 117.1 points below standard). In 2022, ELs scored low (44.8 points below standard) and SWD scored very low (90.1 points below standard). And, in 2025, ELs scored 71.7 points below standard (26.9 points declined) and SWD scored 111.5 points below standard (considered maintained 0.4 points). So, ELs and SWD have been an area for improvement for a few years, but the academic gaps continue to increase and need addressing. Language instruction needs a more

focused push in 26-27 with an emphasis on discourse, conversation, and frequent interaction between students and other students as well as between students and teachers. A reading program (Wilson Reading Program) has been purchased to assist students in their learning gaps particularly in the area of reading. Additionally, administration of NWEA Map Growth exam will continue to provide us with areas most needing to be addressed and mastered in ELA and ELD instruction for 26-27. Summit K12 has also been purchased for EL support classes to support with increased language instruction, and IXL is being utilized in Advisory and in some classrooms to support students specifically in their areas of need based on the NWEA assessment.

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

Another metric that is a focus of CUHSD is the UC/CSU course requirements attainment percentage. We are seeing steady, small increases in this percentage (23% in 21-22, 34.5% in 22-23, 38.2% in 23-24, 43.4% in 24-25). Additional counselors were hired through the utilization of A-G Block Grant dollars to reduce caseloads and to increase the accessibility of each counselor to individual students allowing them to more fully support the students on their load through class selection, college and career counseling, etc. That funding source ends in June 2026, so there will be some impact on caseloads as a result in 26-27. An analysis of course data shows that the primary barrier is successful completion of three years of mathematics and 4 years of English. This is due largely to the high failure rates in Algebra I and Algebra 2 as well as D grades in English courses. Our graduation requirement of successful completion of three years of math beginning with the class of 2023 and the additional third year math options may have assisted in this increase (Financial Algebra, Summative Math, and Consumer Math). As a team, we need to go back to identifying the essential concepts that students need to learn to be successful in the next level of coursework, post-secondary goals, CAASPP and life. We need to collaborate and be intentional in curricular decisions, instructional decisions, and engagement strategies utilized in the classroom. Through Teacher Clarity professional learning and implementation, our processes and monitoring of learning are meant to be more intentional. Opportunities for students to make up or improve grades will be provided through Summer School, RRR, and other interventions.

CAASPP and ELPAC Data show gaps in meeting and exceeding standards. The All Student group met or exceeded ELA standards at 54.88% in 2023, 55.74% in 2024, and 48.82% in 2025, which is a drop from 62% in 2022; additionally, English Learners in 2023 were at 10.32% (a decrease from 15.16% in 2022), in 2024 were at 4.15% (a decrease of 6.17% from 2023 scores) and in 2025 were at 6.01% met or exceeded (still a decrease of 9.15% from 2022 scores). Students with disabilities were at 12.5% in 2023 (a decrease from 13.34% in 2022), at 16.35% in 2024 (an increase of 3.85%), and at 14.06% in 2025 (a 0.72% increase from 2022); a reason to celebrate as we seem to be on the incline. English Learners scored in the low performance level in 2022, red in 2023, red in 2024 and orange in 2025 (one color increase). SWD scored in the very low level in 2022, red in 2023, red in 2024, and red in 2025 as compared to their "all students" counterparts who scored in the medium level in 2022, yellow in 2023, yellow in 2024, and orange in 2025. On ELPAC in 2022, 21.56% of students learning English were considered well developed (21.56% well developed, 37.21% moderately developed, 26.34% somewhat developed, and 14.9% minimally developed). In 2023, on ELPAC, 23.71% of students learning English were considered well developed (23.71% well developed, 34.86% moderately developed, 26.79% Somewhat Developed, and 14.64% Beginning to Develop). In 2024,

13.93% of students learning English were considered well developed (13.93% well developed, 33.91% moderately developed, 31.10% somewhat developed, and 21.06% minimally developed); this decline is an area for concern. In 2025, on ELPAC, 14.29% of students learning English were considered well developed (14.29% well developed, 35.66% moderately developed, 29.57% Somewhat Developed, and 20.49% Beginning to Develop). New curriculum has been adopted and training has been implemented to ensure that all teachers, particularly those teaching the EL classes, are addressing the ELD standards and focusing on the language of the content in class and are supported accordingly. The graduation rate for the class of 2022 was 89.3% (medium level), 84.8% for 2023, 92.4% in 2024, and 95.4% in 2025 (an area for celebration; although, we need to figure out the disparity between graduation rates and academic proficiency). In 2025, English Learners' graduation rate was 93.9% (up from 80.2% in 2023), and 90.6% (up from 78.8% in 2023) for students with disabilities. To ensure that our EL students are being supported, we contracted with ICOE in 2022 to ensure that teachers received professional learning in both Integrated and Designated EL. Ellevation was purchased and teachers were trained and continue to be trained in ELLevation, which is a program that supports instructional planning for multilingual students and empowers teachers to differentiate instruction with sound pedagogical practices through the identification of strategies that are appropriate to given lessons, content, etc. Additionally, new teachers were pulled out (periodically through a 5 week learning cycle) to work through a module in Ellevation that walked them through 4 different EL strategies in 23-24; through this learning cycle, teachers learned a strategy, applied in their classroom, observed others using the strategy, and analyzed results to determine effectiveness and next steps for implementation in their instruction. Focused training in EL strategies will be picked up and increased in the 26-27 school year through the implementation of constructive conversations and increased language usage/student interactions in the classroom. Our goal moving forward is to help teachers plan intentionally and support students more purposefully. To better support our students with disabilities, teachers have also been trained in legal requirements of both an IEP and 504 plan. Several administrators and school psychologists participated in Special Education Law and Practice courses to determine where are our deficiencies are in our program. As a result of the knowledge obtained in these courses, presentations were made to staff in 22-23 and discussions took place about the need to fully understand and implement plans as well as support students when deficiencies and/or gaps in knowledge or skill are detected. Training has continued to be provided on how to offer accommodations, modifications and supports in the non-Special Education and/or ELD classroom. This is an ongoing process; collaboration with WestEd to suuport CUHSD in training teachers in the coteaching model to more fully support Students with Disabilities in the General Education classroom (in the Least Restrictive Environment) has occurred in 24-25, 25-26, and will continue into 26-27. We are continuing to modify our procedures and to train/retrain all staff in the support of struggling and special population students. An additional school psychologist was added to the District in 23-24 and a school pychologist focused on behavioral needs for both SPED and non-SPED students was hired in 24-25 to ensure that we are meeting both our legal responsibilities with deadlines but also to ensure that support for students is more readily available. The program transfer that took place in the 24-25 school year has also been a work in progress. We have listened to all educational partners, navigated many waters of the transfer, and addressed issues as they have come up (hiring of enough staff for Speech services, for example) and are making commitments to ensure that we address these students' needs as well as afford them opportunities to interact with their Gen Ed peers and have access to all programs and services in our District. The addition of Unified PE is a good example of a step forward in this endeavor.

Graduation: Our graduation rates have fluctuated in recent years (between 95.4% and 84.3%) but have been on the upward trend.

College/Career: We have met our College Career Indicator goal of 50% of our All Student group prepared (we made it to 51.9% in 2025). While we want all students to be prepared for life post-secondarily, we are excited to have met that 50% marker. Students with Disabilities, English Learners, and Long-term English Learners do not currently complete the College Career Indicator at the same rate as their counterparts; we have identified some root causes/obstacles and are working toward inclusivity and accomodations in this area as well as others. In the all student group, 51.9% of students have reached prepared status according to the CCI. Only 26.3% of ELs, 23.1% of LTELs,

and 20.5% of Students with Disabilities have met prepared status on the EL and LTEL students at DOHS have achieved red level for College Career Readiness on the dashboard. Students with Disabilities have achieved red level at Southwest for the College/Career Indicator. Focus will continue to be placed on students having equitable access to a broad course of study, including the offering of CTE courses at all sites and thre monitoring of duplication in pathways. A process has been put in place to ensure that counselors are meeting with students who have not yet participated in CTE to determine a pathway that may fit their postsecondary goals) and a wait list for students who would like to complete more than one pathway. Ensuring that CTE pathways are utilized and placed in a student's schedules strategically is the approach that we are implementing. Additional pathways may be investigated for future years if funding continues to be available (i.e. Strong Workforce Program dollars). These pathways have appealed to many students in these underrepresented subgroups, and we will work to ensure that our ELs and SWD are better represented. Additionally, the maintaining of the hired Instructional Assistants to serve in our CTE pathways to better support students with safety, language, and content support concerns will continue. We recognize that completion of a CTE pathway is one strategy for attaining prepared status. We are also working to improve a-g requirements completion as well as AP coursework, dual enrollment options, and a concerted effort to own and be prepared for and take CAASPP seriously. The number of students taking and passing AP/IB exams is down slightly from a 51.3% passage rate in AP in 23-24 to 48% in 24-25; however, the number of exams administered has gone from 623 students and 989 exams (in 2024) to 692 students and 1074 exams (in 2025). CCI Preparedness through AP/IB exams - AP - 34.5% of All Students, 31.5% EL, 33.3% SED and IB - 3.3% All Students, 1.1% EL, 2.9% SED. IB courses will be phased out by June 2026 and additional AP classes and/or Dual Enrollment courses will replace them.

Suspension: In 24-25, Foster Youth have graduated from the red to orange to green at the District level. The addition of an FRC Coordinator has really assisted the district in supporting Foster Youth in many areas including the establishment of better relationships with students, guardians, educational rights holders, and other stakeholders. CUHSD provided professional development in the area of Social Emotional Learning, Restorative Circles, Academic Youth Development, and alternatives to discipline through the PBIS process that has assisted us in reducing our suspension numbers; this is still a work in progress. There are also some student groups that are working with other students to connect them to school and support through issues, concerns, area of need. Sites will continue to analyze data and will work towards alternatives to suspension and activities/strategies for prevention. Mental Health Specialists, Counselor of the Day, and other personnel have worked to be proactive in meeting mental health and social-emotional needs as well to try to mitigate situations before they escalate. We will also continue to use Student Success Teams and SARB as ways to provide supports and interventions to parents and students. Many of our more serious disciplinary issues include combat-mutual, drug/alcohol/tobacco and/or paraphenalia, and being under the influence. For these purposes, we have held Drug and Alcohol counseling through IC Behavioral Health, group sessions targeting these areas utilizing the Too Good for Drugs curriculum, and several presentations to both students and parents regarding the dangers of drugs with presenters from IC Sheriff's Office, SHS Health Academy, etc. We will continue these presentations and trainings with students and will bring in parents for Saturday School opportunities to learn how to support their student through these issues and to help them with strategies for finding help.

Safety: Twenty-nine percent of freshman students in 25-26 indicated on the CHKS survey that they felt "neither safe nor unsafe" at school, 3% felt “unsafe” or "very unsafe" at school versus thirty percent of freshman students in 24-25 indicated on the CHKS survey that they felt "neither safe nor unsafe" at school, 4% felt “unsafe” or "very unsafe" at school. This number hasn't changed much. While incidents of violence on school campuses are relatively low, there is a need to continue to staff sites with security personnel; have SROs on sites; and employ effective safety practices in order to maintain safe schools. There is also a need to conduct prevention and intervention in the area of drugs and alcohol. And, gang activitiy is on the rise. Qualitative data from student and parent feedback sessions is that restrooms are still an area of concern for safety due to vaping and cleanliness, but these educational partners shared that things are better than they were last few

years. Areas of concern in the safety world now include cement and other facility issues as well as concerns for communicating out programs for reporting safety concerns.

LOCAL EDUCATIONAL PARTNER DATA

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

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

Curriculum and Instruction: Through our discussions with Educational Partners, we are hearing that there is concern for attendance of all stakeholders in instructional situations. While our attendance rates for students are increasing as we have added staffing and programs to address this post-pandemic need, we are finding that keeping our teachers and other staff members in class is also an area of need. To this end, we are putting procedures in place to determine need for School Business absences as well as increase motivation and health of staff (through training, wellness program activities, etc.) to improve our instruction alone through presence in the classroom. Training for administrators in classroom walkthroughs and coaching opportunities is also occurring. As a result of conversations had through multiple meetings this year (i.e. Differentiated Assistance and district leadership meetings), we recognize a need to go back to basics in our planning processes and be more strategic in use of curriculum, in choosing instructional practices in the classroom, and in assessing and using data

to drive our instructional decisions. Continued collaboration with Corwin regarding Teacher Clarity, collaboration with WestEd for accessibility and inclusionary practices, and home grown and driven professional development will assist us in better meeting students' needs and engaging them more fully (we will decrease the number of students who report that school is boring and increase the number of students who say that they feel they belong and that they can see the relevancy of the content being taught to them now and in their futures).

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

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

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

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

Learning Recovery Emergency Block Grant funding:
CUHSD currently has $2,437,509 unspent LREBG dollars.

Some of these dollars will be used to support action 1.3 (development of interventions) to support instructional learning time and stabilize staff-to-student ratios (allowable use EC Section 32526(c)(2)a), because after a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that CUHSD has decreasing ELA and math scores districtwide, particularly with

ELs, LTELS, and SED students. There is a need for baseline data to determine and measure growth at grades 9 through 11, specifically for our English Learners and Socioeconomically Disadvantaged. A need to identify the standards that unduplicated pupils are struggling with the most and the most frequently is a priority to address and modify curricular and instructional practices and priorities.

Additionally, after a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that CUHSD is experiencing low and/or declining CAASPP scores, particularly with ELs, LTELS, and SED students and has a high percentage of students finding school boring or worthless as evidences by answers on the California Healthy Kids Survey (CHKS).Therefore, we will offer extended learning opportunities in the form of summer school, Saturday schools, Advisory, and perhaps other intercession oportunities in order to close learning gaps, provide targeted instruction, reduce the risk of academic failure or dropout, create stability and supportive relationships, and promote equity. We will also provide professional development and coaching opportunities (allowable use vi-I and II) in both the math and ELA/ELD frameworks to assist us improving our instructional offerings and supporting us through transitions with both textbook adoptions and decision regarding integrated versus traditional courses in math (actions 1.2, 1.3, and 2.2) to address a great area of improvement for us on the Dashboard. This will assist us in improving instructional quality and consistency, focused differentiation and scaffolding, build stronger cultural and linguistic responsiveness, improve assessment and feedback practices, align with MTSS and intervention systems, and empower reachers as advocates for all students, but especially unduplicated population students. Qualitative feedback from educational partners expressed a continued need for improved access to data, use of data to drive instruction, understanding of current research and best practices especially to support unduplicated students. CUHSD's Dashboard achievement levels are low in many areas including Academic Performance (low ELA and math achievement on CAASPP, average English Learner Progress, and average College/Career Readiness) and Academic Achievement (decreasing graduation rates).

As a result of the program transfer for Extensive Support Needs, there is also a need to stabilize the the instructional team for these students, and we will be hiring an additional teacher (action 3.1) and either another Speech Language Pathologist or a Speech Language Pathologist Assistant to ensure that we are supporting all students adequately and timely and to ensure that we are able to offer work based learning and transition classoom-based work exploration (allowable use b-iv). The identified need for unduplicated students, as reflected in the data supporting this goal, is the need for increased access to effective, inclusive, and appropriately supported instruction within general education classrooms. Data likely demonstrated that English Learners, particularly those who are also Students with Disabilities were not achieving at the same levels as their peers in areas such as academic performance, course access, graduation outcomes, classroom participation, and/or progress within the Least Restrictive Environment (LRE). Additionally, the data suggests a need to strengthen staff capacity in implementing inclusive instructional practices, differentiated instruction, language supports, and co-teaching strategies to better serve diverse learners. By addressing these gaps, the district aims to improve engagement, academic achievement, and equitable access to rigorous instruction for unduplicated pupils across all school sites.

Our comprehensive data review shows that CUHSD has low EL achievement across most Dashboard measures and has been experiencing a stagnancy in reclassification rates.
CUHSD has identified through the Differentiated Assistance process that we are possibly not placing dually identified students in the classes that will have the most impact on student achievement and our current process for reclassification is more stringent than that of the State which is impacting students' ability to reclassify. Additionally, CUHSD is not meeting Least Restrictive Environment goals with regard to student placement. Too many students are being placed in SPED courses versus placing students in General Education courses and providing support. We will be providing learning recovery programs and materials to accelerate pupil academic proficiency and English

language proficiency (allowable use b-ii) through additional support classes, coteaching opportunities and additional programs like IXL for intervention and remediation (actions 3.2, 3.3), particularly for our ELs, LTELs, and SWD.
We will support action 5.3 (campus well-being) to ensure that we are adequately staffing our mental health needs (allowable use c). After a comprehensive review of data and educational partner input for our unduplicated students including feedback sessions and CHKS results, the data highlighted that cleanliness of facilities (including restrooms) is a safety issue and needs improvement. Basic needs are not being met in some circumstances due to safety being a concern/fear.We will continue to fund the after school program (action 5.4) to support students both academically and socioal-emotionally in a safe place, particularly for those whose parents may be working late. Our comprehensive needs assessment showed that students needed a safe place after school to do their homework and to get support that is not available to them at home.

And, finally, we will provide access to instruction for credit-deficient pupils to complete graduation requirements and increase/improve college eligibility (allowable use d) through support of action 1.5 (credit recovery) and utilize NWEA Map Growth opportunities (actions 1.2 and 1.5) to provide progress monitoring and benchmark assessments of pupils (allowable use e) to increase student achievement and progress toward standard mastery and skills development. After a comprehensive review of academic data and educational partner input for our unduplicated students, the data in 23-24 showed that CUHSD was experiencing declining graduation rates, particularly with unduplicated students who are also SWD, Socio-Economically Disadvantaged students, and EL students. That number, currently, has increased at our schools, but it is still a concern at the alternative site.

Reflections: Technical Assistance

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

In 2024 (Year 2 Support), CUHSD was eligible for technical assistance for Priority 4: ELA for Students with Disabilities and Priority 8: CCI for Students with Disabilities. CUHSD is no longer eligible for Differentiated Assistance (graduated in 2025), but we are still working with ICOE in maintenance and continued progression through year 2 support. We still have some site level persistent red and orange indicators for several student groups.

In those Year 2 Support sessions, we are aiming to identify and evaluate our current data informed practices and create/identify new ones to support the plans for students with disabilities. Site administrators will conduct monthly reviews of student-level data (student grades, NWEA data, CAASPP/ELPAC data) to inform instructional decisions with a focus on student groups - LTELs, ELs, SWD. This data review and analysis will also be part of our monthly district ACT meetings. We will continue our frequent classroom walkthrough observations and data collection to inform our practices and our needs, we will continue calibration of the walkthrough team members, and we will enhance communication to our staff with regard to the walkthroughs (purpose, look-fors, areas for celebration, areas for focus, etc.). We recognize a need to focus on First Best Instruction to ensure that instruction is standards-aligned, evidence-based, and inclusive as well as designed to meet the needs of ALL LEARNERS.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Student Focus Groups	In Person Feedback Sessions (2/2/26, 2/3/26, 2/4/26, 2/11/26 at CUHS, 2/17/26, 2/18/26, 2/19/26, 2/20/26 at SHS, 2/17/26 at DOHS, and 2/18/26 at PRHS). Surveys (LCAP Feedback Survey and California Healthy Kids Survey) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for LCAP.
DOHS Student Group	In Person Meeting (2/17/26) Reviewed Dashboard and other data, got feedback on progress made toward goals, elicited additional needs/considerations for the new LCAP as well as the Equity Multiplier goal.
Parent Focus Groups	In Person Feedback Sessions (1/7/26, 3/18/26, 5/20/26) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for LCAP.
Certificated Teachers and Other Certificated Personnel / El Centro Secondary Teachers Association District Improvement Team (DIT)	Certificated Teachers and Other School Personnel/ECSTA Virtual Meeting/Feedback Sessions (3/26/26) / Survey (went to all teachers) DIT Virtual Meetings (1/13/26, 3/31/26) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for LCAP.

Educational Partner(s)	Process for Engagement
Classified Employees and Classified School Employees Association Representatives	Virtual Feedback Session (4/1/26) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for consideration in LCAP for 26-27.
Foster Youth Consultation Meeting with ICOE	In Person Meeting with ICOE at ICOE (4/28/26)
SELPA Consultation Meeting with ICOE	In Person Meeting at ICOE (3/3/26)
EL Consultation with ICOE	In person meeting on 4/1/26
DOHS/PRHS School Site Council	Quarterly In Person Meetings (10/2/25, 12/4/25, 3/5/26, 5/28/26) Reviewed Dashboard and other data, got feedback on progress made toward SPSA and LCAP goals, discussed possible goals and actions, elicited additional needs/considerations for the new SPSA and LCAP. Discussion of Equity Multiplier funding and feedback collection of school needs that these funds can support.
Principals, Site Administration, and District Administration	In person and Virtual Meetings (Monthly) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, shared other educational partner input/feedback, elicited additional needs/considerations for LCAP.
Leadership Meetings (both Classified Management and Certificated District/Site Administrators)	In Person Meetings (1/15/26, 5/21/26) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
DOHS Staff Meetings	In Person Meetings Discussed Equity Multiplier and SPSA needs (school improvement needs). Discussion of funding and feedback collection of school needs that these funds can support.
School Site Council Meetings at Comprehensive Sites	Southwest High SSC - 9/8/25, 10/28/25, 3/6/26 Central Union SSC - 9/29/25, 10/27/26, 12/1/26, 2/23/26, 3/30/26
English Learner Advisory Committees (DELAC and ELAC)	In Person Meetings (5/22/25, 7/31/25, 3/17/26, 3/19/26, 5/21/26)

Educational Partner(s)	Process for Engagement
	Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Migrant Parent Advisory Committee	In Person Meetings (12/15/25, 1/12/26, 3/9/26, 4/20/26) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Differentiated Assistance Team Meetings	In Person Meetings (10/8/25, 10/30/25, 3/12/26, 5/4/26) Reviewed Dashboard and other data, discussed possible root causes, disucssed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Compliance and Improvement Monitoring Process Meetings	Virtual meetings held on 10/21/25, 12/5/25, 2/26/26, 3/26/26, 5/27/26 Reviewed SPED data to determine how to best support and make adjustments for improved achievement.

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

During the 2025-2026 school year, educational partner feedback was elicited in a variety of ways including surveys, in-person meetings, virtual meetings, and focus groups.

Parent and Community feedback regarding LCAP Goals and Objectives and parent needs began early in the year with School Site Council, ELAC, Migrant, and DELAC meetings that were held both in person. LCAP Advisory meetings were held on 1/7/26, 3/18/26, 5/20/26. Parents were able to provide verbal feedback in those meetings. Surveys were sent via Parent Square, email, and social media to all parents, students, and staff. Data from these surveys and feedback sessions has been or will be shared via Faculty Meetings, Leadership meetings, CUHSD Board Meetings, and through Parent Square.

Student feedback: Most student feedback was elicited through student focus groups on campuses in the Central Union High School District; however, a student survey was administered with 1170 responses. Student feedback sessions took place on 2/2/26, 2/3/26, 2/4/26, 2/11/26 at CUHS, 2/17/26, 2/18/26, 2/19/26, 2/20/26 at SHS, 2/17/26 at DOHS, and 2/18/26 at PRHS. Surveys (LCAP Feedback Survey and California Healthy Kids Survey) were also administered. The student survey was administered in march and April of 2026. Site student focus group meetings were held during Advisory with an opportunity to share feedback electronically through a survey after the meeting. Both site and district administrators (as well as PIRTs) attended these feedback sessions. Student data from previous years and some current data was shared with students to help them understand where our District stands and to help them see both areas of strength and area for growth

in our District. Feedback was collected on the eight state priorities. Data from these meetings are shared with teachers through faculty meetings and LCAP Feedback sessions, shared with administrators through leadership meetings and LCAP feedback sessions, and with Board members through Board Meetings. This feedback has driven much of what has been written into the LCAP as actions to be taken (or investigated).

El Centro Secondary Teachers Association and Classified School Employees Association Feedback: Surveys were sent via email to all teachers and staff. An LCAP Advisory Meetings was held with ECSTA partners on 3/26/26 and ECSEA on 4/1/26. Additionally, District Improvement Team (DIT) meetings were held on 1/13/26 and 3/31/26 to share data and elicit feedback for LCAP. Data was shared at these Advisory meetings, Faculty meetings, through emails, and at CUHSD Board Meetings and has been written into the LCAP as actions to be taken for improvement.

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

Students who are Foster Youth: Feedback was obtained from consultation meeting held and hosted by ICOE on 4/28/26. The COSAs from CUHS and SHS were in attendance as well as both counselors from DOHS and the Assistant Superintendent at this consultation. Supporting students through their many appointments and court dates, building relationships, improving our procedures for issuance of credits, opportunity to visit college and technical scool/programs, etc. were all discussed.

Special Education: CUHSD has been workng through both Compliance and Improvement Monitoring Process (CIM) and Differentiated Assistance (DA). Part of those processes has included discussion of the needs of students with disabilities. In the 23-24 and 24-25 school year, CUHSD worked with ICOE through the Differentiated Assistance process; several meetings occurred to look at data and discuss/plan for improvement measures. CUHSD participated in the SELPA LCAP Stakeholder meeting offered by Imperial County Office of Education on 3/3/26. Conversation with teachers and counselors (as well as training) has occured as a result of these conversations as we are identifying processes and procedures in need of improvement and making adjustments to our system to ensure that we are meeting our legal responsibilities as well as addressing gaps/identified needs in our systems and practices for both Students with Disabilities, English Learners, and those who are Dually Identified.

DOHS and PRHS parents were invited to School Site Council meetings where the SPSA, LCAP, and Equity Multiplier dollars (along with Dashboard and other data) were discussed and input was collected. Attendance at some of these meetings were low, however. Feedback and input was collected from DOHS and PRHS students through an in person meeting where students shared their desires, concerns, and needs with both site and district administrators; this feedback helped us determine utilization of Equity Multiplier dollars as well. Additionally, staff meetings were utilized to elicit feedback about school improvement needs which included conversations that helped to direct the allocation of LCAP and Equity Multiplier dollars for increased student achievement.

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

Central Students:

Keep:
*Dual Enrollment is going well
*Many AP Classes are offered
*Most teachers are really nice
*Students are engaged in activities and have Spartan Pride
*Many teachers have good relationships with students
*CTE classes are going well
*IXL for ELA improvement
*Library tutoring, Tutoring opportunities; peer to peer works well
*Tutors in math classes help.
*Law academy classes - there's more doing
*Art class - there's more to do…not just watching
*Math classes where teacher stops to check and help; doesn't just lecture and move on
*Security makes connections and talks to us
*Students feel safe at school. SRO is qualified to respond to emergencies.
*Teachers who teach step by step
*Some classes are interactive. AP English has lots of discussions and is more student driven than regular English classes.
*Some teachers help when I ask.
*Some teachers give constructive feedback on essays and presentations.

Improve:
*Not excited to come to school. It's boring. I wish there was more collaboration with peers (and not for socialization, for learning)
*Classes are too task based not enough practice and collaboration in class
*Need more group projects to help students feel like a part of something; feel more included
*Projects help us understand.
*There's a lack of consistency in teacher moods
*Energy of teacher impacts whether the class is boring or not. If a teacher has high energy, the class usually isn't boring. If the teacher has low energy, the class is usually boring.
*School is boring because every day is the same thing..
*Teachers' facial expressions and body language tell us that they don't enjoy what they do or that they know how to teach
*Teachers believe that students should understand everything taught (especially in math) and don't help students understand. Rarely do teachers check to see who understands and help those students who don't.
*Teachers don't use the textbook. When they test us, the test is different from what was taught.
*Check for understanding more. Waiting for a test is too late and then the teacher doesn't go back to reteach.
*Work is assigned without making sure that students understand. Teachers should go over reviews with you; not expect you to just do it.
*Classes are boring because there's too much lecture, not enough hands on activities, need more movement in classrooms like gallery walks, students are "told" not "taught", sometimes students feel like a number).
*Help EL students. Not all teachers are bilingual and can communicate in Spanish when needed.

*Be kind to struggling learners. Some teachers use sarcasm or are negative when a student is learning as quickly or in the same way as others.
*Adults need to check in more often with students about their grades. When you see something not normal like grades going down or not normal behavior, you should check on students.
*Teachers give us work but don't really explain it.
*Students feel judged by teachers, so they don't ask questions.
*Students are afraid to ask questions; afraid of being wrong
*More teachers need to be approachable.
*Teachers get upset if student doesn't understand.
*Teachers can be intimidating, so students don't want to ask questions. They feel more comfortable with the IA.
*Teacher expectations are low
*Grading policies don't make sense…not showing work results in partial credit
*Sequence of math classes is difficult. You forget Alg 1 but teacher expects you to remember
*Pacing of classes is too fast especially in math (teachers don't want to slow down, so students don't ask).
*Students have a hard time with attention: hard to sit down and do, things are too traditional, need to apply strategies to get students to use or apply the learning.
*In English, vocabulary is not taught.
*Writing is assigned but not taught.
*Writing essays by hand is harder to modify or change when needed.
*Students should write more and use Chromebooks less, especially in math.
*Need more books for Honors classes; told there's no funding. Need more communication with regard to ordering books
*Materials are outdated (especially in English)
*Too many worksheets. Worksheets don't help us learn.
*Measure what I know. Measure my skills and/or learning, not just the task.
*Students aren't trying on standardized tests. Make it a grade. Students don't realize the importance or impact of these exams. Publicize incentives. Have assemblies around the assessments.
*Students need help with dual enrollment classes and access through Canvas (especially when classes start). More training and support for this program .
*Students need more hands on, relevant work/learning
*Teach students about taxes and financial literacy
*Advisory tutoring should increase
*Work more with 9th grade students (offer more tutoring, etc.)
*Bathrooms are disgusting/not clean
*Too many students hanging around in the bathrooms; not using it, just chit chatting
*Lunch lines are long and take too much time. Need more stations/accessibility at other locations (little trucks)
*The campus needs to be upkept better. The boys' locker room at Central is dirty and the showers are freezing.
*ASL should be a foreign language offering
*More communication out about availability of late bus
*More communication about CTE offerings
*Lock down drills are not effective. ALICE needs to be talked about and practiced schoolwide

*The cubby areas in the LS building are unsafe. There are fights happening in those areas, and security doesn't check them.
*There are bathroom fights, especially in the SS building.
*CUHS needs a drama class and an AP Calculus BC class.
*Offer ceramics class.
*Scheduling needs work. A student shared that 4 of the classes he wanted to take were all scheduled during 4th/5th period.

Key Takeaways:
Students identified strong appreciation for the school's rigorous academic offerings, including Dual Enrollment, AP and CTE pathways, tutoring supports, and interactive classes where teachers build positive relationships, provide step-by-step instruction, and create engaging, supportive learning environments. At the same time, students expressed a clear need for more engaging, collaborative, and hands-on instruction; greater consistency in teacher support, approachability, and checks for understanding; and stronger academic scaffolds, particularly in math, writing, and support for English Learners. Students also highlighted opportunities to improve campus facilities, communication, scheduling, and access to programs and resources in ways that would strengthen overall school climate, safety, and connectedness.

Southwest:
Keep:
*Teachers know what they're teaching; teachers know what students need and listens to their needs overall.
*Arc after school program helps
*Some teachers effectively review assessment data and provide targeted support
*Higher-level courses (AP/IB) are viewed as more engaging, relevant, and academically challenging
*Many students identified strong teacher-student relationships as a positive aspect of the school
*Many students are actively engaged in extracurricular opportunities
*Existing activities are valued when students are aware of them
*Students appreciate existing dual enrollment, AP, and CTE opportunities
*Students value presentations and workshops from counselors, AVID, and career specialists
*Students highlighted strong CTE programming
*Students value advanced academic pathways and specialized programs when implemented effectively

Improve:
*Inconsistent pacing, grading practices, and instructional expectations across the same courses
*Some teachers move too quickly through content, especially in math, resulting in cramming and limited mastery
*Students report limited reteaching opportunities when absent or after falling behind
*Perception that regular-level courses often lack rigor compared to Honors, AP, and IB classes
*Need for stronger alignment between classroom instruction and assessment expectations
*Greater emphasis needed on explaining the relevance ("why") behind learning tasks
*More opportunities for varied instructional strategies, including hands-on learning, projects, and discussion-based activities
*Students frequently described instruction as overly task-driven and Chromebook-dependent
*Desire for more engaging, interactive, and collaborative classroom experiences
*Requests for more lunch activities, clubs, and opportunities to build school spirit

*Better promotion and communication of campus activities is needed
*Some students expressed boredom and disconnection from school activities
*Need increased structured support for students who are absent or need make-up instruction
*Need expanded math intervention and academic scaffolding between course levels
*Need more reading and literacy support opportunities
*Need greater flexibility in Saturday School tutoring options to meet individual student needs
*Encourage stronger student ownership and understanding of assessment importance
*Students want earlier and more frequent counselor check-ins, particularly for freshmen and struggling students
*Need more proactive guidance regarding graduation requirements, college prep pathways, and course selection
*Need better communication about available programs, pathways, and course options
*Desire for expanded AP, STEM, engineering, and elective course offerings
*Concerns about limited flexibility in pursuing multiple pathways or advanced coursework
*Students expressed a need for more frequent counselor wellness check-ins
*Need greater visibility and communication of mental health resources
*Reduce stigma around accessing mental health support
*Need more intentional support for students with low GPAs and students facing personal challenges
*Concerns regarding campus supervision, especially around vaping, restrooms, locker rooms, and before school
*Requests for stronger visibility and consistency from security staff
*Need to maintain and upgrade extracurricular program resources (e.g., band equipment, facilities)
*Requests for stronger implementation quality in AP instruction
*Continued evaluation of program transitions (e.g., IB/AP shifts) and their impact on student readiness

Key Takeaways:
Students consistently expressed appreciation for caring staff, academic opportunities, and school pride, while also emphasizing the need for greater instructional consistency, stronger academic challenge in all course levels, expanded student support systems, enhanced communication, and more engaging learning experiences. Their feedback underscores a desire for both higher expectations and stronger systems of support to ensure all students feel prepared, connected, and successful.

Desert Oasis Students:
Keep:
*English 10 teacher is passionate about subject and spends time in making learning engaging; listens to students and knows them
*Mental Health Specialist and counselors are helpful
*“I can breathe here.”

Improve:
*Help students when they transfer here; students feel disappointed in themselves for getting here
*3 minute passing periods are hard
*Add sports teams
*Buses go to different schools first; lots of waiting
*Grading practices are sometimes hard on students

*Some teachers are too stern and moody
*Mindset is an issue in math. Help students develop an open mindset about their abilities
*Finding security to go to the restroom is annoying; and the number of times that teachers allow students to go to the RR is tough
*Students have to seek out the Mental Health Specialist and counselors. They aren't called in for check-ins.
*Have more activities/events; make sure that students look forward to school
*Help students see DO as more positive
*School lunches are repetitive and the good stuff runs out every day. Every day, I get the leftover ham and cheese sandwich.
*Social Studies and Econ are only offered online. Offer in person classes.
*Offer more lab sciences in person; taking through online is not helpful or exciting
*More in person classes
*Saturday School should be offered

Phoenix Rising Students:
Keep:
*Like English teacher. He's an understandable guy, cool, engaging, hands-on activities
*Mr. Roman takes time, explains well, he's the math version of the English teacher, Mr. B
*Biology - monster clay project
*Counselors are good; they give out snacks and are calm
*Keep using technology, especially the fun apps
*Arc is fun; students go everyday during lunch
*Students feel safe; security makes the students feel safe
*Good relationships with staff

Improve:
*Teacher attitude is hard; holding grudges and quick to make assumptions
*Need better PE equipment
*Need music in the background to create a comforting environment
*Need longer passing periods
*Math gives us work; that's it (help us underdtand what we are learning)
*In Room 1, the ceiling is falling down
*ACs don't get cold
*Toilets are too low/urinals too short
*Need better technology
*Need art/music class
*Need sports teams

CSEA:
*Lots of kids and smoking in the bathrooms
*Students eat lunch by themselves; don't have any friends. Include more students in daily activities.

*Students have a lot going on at home that interferes with what they do here. Maybe students have a lot of other things on their minds that keep them from learning. Counselors need to talk to their caseload more to learn about students individually. Get to know students on an individual basis to address their core needs. Kids are embarrassed and won't come forward; how do we get to those students?
*Develop a comfort level in the classroom so that students are comfortable asking questions or contributing to the lesson/class.
*How do we help students know that resources are available? Housing survey sent out twice this year to find new students at semester that needed services. Maybe FRC Coordinator could do classroom presentations in the classroom setting to share resources available and maybe identify additional students who need help? Survey out to students to learn needs for services (FRC services)?
*Give students different options for assignments to meet their learning modality/strengths. Let them present, create a video, write an essay…whatever works for them.
*Dopamine is triggered differently these days; how do we tap into the modalities that work for them?
*Students referred for mental health services, many students decline. When they learn that parents will not be contacted, they agree. Many students don't want to worry their parents, add additional concerns to their parents, stigma (my parent doesn't believe in that). Make students aware of services available that don't have to be reported home. Mental Health providers will work to engage the parents after the fact.
*Work closely with SRO to take kids to Behavioral Health (particularly at night and at end of year when students realize that they aren't going to graduate).
*Kids don't want to talk in front of their parents.
*Many parents leave for work before students go to school. They need a connection because their parents aren't there for various reasons.
*Offer parenting Classes; parents need help too.
*Do teachers recognize when students are "different" or need help and keep them after class to check on them and refer them for services?
*When student asks for help, quit referring students to someone else or trying to figure things out for the wrong reasons. Get students the help they need by referring appropriately. Quit passing students around.
*What process do we have for communicating our processes out to students and parents? Do we translate the services and post them in both languages?
*Help staff understand you might not be the person to help but connect them with the right person.
*How do we keep parents informed and find other strategies to share information students? How do we get more creative? Parent Square messages might be ignored, but an email from the principal might not be ignored.
*Are there tools that the students can use where students can translate information that they do not understand? Maybe language is the barrier to understanding what is being taught.
*Offer paid tutor for FRC students (1:1)

ECSTA:

1. Counseling and Mental Health Services
*A strong theme throughout the discussion was the importance of maintaining counseling and mental health support services.
*Staff shared that students know mental health services exist, but there is still a stigma around accessing them.
*A concern was raised that students may hesitate to seek support when others can see where they are going.
*At Desert Oasis, it was noted that having the counselor and mental health support in a shared area may help normalize services.
*Several participants identified counseling support as a non-negotiable, especially given current student needs. There was concern that reducing counselors would increase caseloads, disrupt trusted student-counselor relationships, and negatively affect school culture and student support.

Key takeaway:
Do not reduce counseling and mental health services. Staff see these supports as essential to student success, connection, and campus culture.

2. Student Engagement and “Boredom” in Class
*A major topic was student feedback that they feel bored in class. Participants pushed on this idea from two directions:
Student feedback indicated too much lecture, not enough hands-on learning, not enough movement or collaboration,
students sometimes feel like they are completing work without understanding why they are doing it, some struggling students feel discouraged from asking questions because of sarcasm or lack of kindness.
Staff perspective added:
Teachers are already working hard to make lessons engaging through chunking, collaboration, projects, annotation, discussion, and active learning structures.
Some staff believe boredom is also tied to student overreliance on phones, limited stamina, weak communication skills post-pandemic, and students needing to bring more effort and openness to learning.

Key takeaway:
There is a need to continue improving engaging, meaningful instruction, while also recognizing that student habits, motivation, and communication skills play a role.

3. Professional Development and Teacher Collaboration
*Staff emphasized that some of the best professional development comes from colleagues, not outside presenters. Suggestions included give teachers time to learn from one another, compensate teachers for leading and developing instructional ideas, create release time or structured PD for sharing engaging lessons and strategies, build district capacity by using the expertise already present among staff.

Key takeaway:
Teachers want more peer-led professional learning, especially around engagement, project design, and instructional strategies.

4. Need for More Classroom Space, Resources and Supplies
*Many comments focused on the lack of materials available to teachers. Concerns included reduced department funds, teachers paying out of pocket for supplies and software, difficulty accessing basic classroom materials,
slow purchasing processes, and lack of commonly used items like rulers, paper, laminating resources, pencil sharpeners, working pens, and classroom tools. Teachers also shared that they often borrow from one another,
improvise with limited resources, and personally pay for digital tools and subscriptions. Music department at SHS needs additional classroom space and storage.

Key takeaway:
If the district wants classrooms to be more engaging and innovative, teachers need reliable access to classroom space, supplies, materials, and instructional tools.

5. Technology, Software, and AI
*There was significant feedback about access to instructional technology. Staff requested more support for AI tools and AI professional development, clearer district direction on approved tools, access to software teachers already use or need, review of what teachers are paying for personally, and improved responsiveness to software requests. Specific examples mentioned Adobe for editing and translating materials, IXL, Canva, quiz and gamification tools, bilingual material editing tools, and math resources teachers rely on. There was also discussion about the need to balance innovation with student privacy, district security, and device compatibility.

Key takeaway:
Staff want the district to move forward more intentionally with AI, instructional software, and digital tools, while also ensuring access and support.

6. CTE, Student Opportunity, and Career Readiness
*Participants expressed support for continued or increased investment in CTE programs because they help with student engagement, access to meaningful opportunities, and supervision/safe spaces before and after school.
There was also discussion about students who are interested in career areas outside of existing CTE pathways, such as law, business, internships, and work-based opportunities. Questions were raised about partnerships like IVROP, internship access, and how to better prepare all students for life after graduation.

Key takeaway:
CTE is valued, but there is also a need to broaden career readiness opportunities for students whose interests fall outside current pathways.

7. Parent and Community Communication
*A participant emphasized that schools need to improve communication with families and the broader community. Concerns included information is often shared only once, parents may miss opportunities, not all families use the same communication platforms, and the district may not be fully advertising supports, events, tutoring, or programs. Suggestions included using multiple communication methods such as email, print, signage, radio,
social media, and repeated reminders.

Key takeaway:
The district needs a stronger, more consistent multi-platform communication strategy to keep families and the community informed.

8. School Culture, Safety, and Student Support Roles
*Several comments affirmed the value of support staff and campus structures that help students feel safe and connected. Examples included maintaining security guards, preserving attendance specialist roles, protecting library staff who create an inviting student space, and increasing drill practice and safety preparedness.

Key takeaway:
Support staff and welcoming campus spaces are essential to school climate, safety, and student belonging.

9. Facilities and Campus Beautification

*There were concerns about the physical condition of campuses. Feedback included campuses need to be cleaner and more visually appealing, facilities feel worn down, beautification matters for school pride and culture.

Key takeaway:
Facilities and campus appearance remain an area of concern and are tied to overall student experience.

Overall Synthesis
*The discussion highlighted a few clear priorities:
*Protect counseling and mental health services
*Improve student engagement and meaningful instruction
*Invest in teacher-led professional development
*Restore access to classroom supplies and instructional resources
*Expand technology and AI support
*Strengthen communication with families and the community
*Maintain support staff and safe, welcoming school environments
*Continue investing in CTE and career readiness opportunities
*Address campus facilities and beautification

Parents:
What are we doing well?
*At SHS, when parent leaves student at school, the principal is outside visible and welcoming students and making them feel safe
*At SHS, the principal makes the parents feel safe also
*Student shared that she feels more safe this year
*Freshmen Orientation has been helpful
*This session is very valuable to increase knowledge basis - and was highly encouraged by SSC
*Parent shared about how her son worked hard to do well on the tests to get the incentives to help him buy his yearbook
*Peer to peer tutoring afterschool - parent shared how her son was excited to help his peers because he knows how they think

What do we need to work on?
*Keep working on bathrooms
*At CUHS, district should ask outside agencies to clean up area after use
*Train teachers to identify mental health issues and train in how to refer them to specialist since they are the first line of defense
*Training for office staff on customer service - all staff needs to training
*Follow up with students that have reported issues they are facing or reporting concerning issues others are facing; follow up with the students that reported (that's heavy for a teenager to carry)
*Include a survey about how students are feeling daily when they access their Chromebook - maybe with time they will take it seriously
*Increase awareness and communication of the Catapult reporting - create a video on how to use and send out to students and parents.
* Student shared that access to services in school needs to be more private, and that he is a junior and has never heard of Catapult
*Training teachers on what the state test looks look like, so that they can prepare students.

*We need more options for students in SPED: job training, connecting to agencies, etc. It would be nice for parents to know options to determine next steps (maybe workshops and more information for parents for of students in SPED)
*Provide information about options for students that don’t qualify for FAFSA to continue their education
*Fix areas of campus that need better maintaining (concrete at Central, peeling paint, etc.)

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

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

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

*Be strategic in IEPs with inclusion of supports, services, accomodations, and modifications; ensure they address the disability
*Continue programs like Circle of Friends
*Ensure provision of resources for life skills, workability, etc.

EL Consultation:
*Consider factors that contribute to prolonged EL status: Variability in quality and approach of programs and services in the elementary grades, Lack of rigor, consistency, Lack of access to appropriate grade-level
content and curricula, Failure to identify or delayed diagnosis of a learning disability and, once identi? ed, failure to provide the ELD and special education services students need, Instruction from teachers who have not had the preparation or professional development for providing EL students with appropriate language and content instruction
*Study and implement the California EL Roadmap
*Address the implementation of state standards
*Improve designated and integrated ELD (ensure that students interact in meaningful ways, learn about how English works, and use foundational literacy skills)
*Involve parents and families (seek input from parents, promote parental participation in programs); utilize CDE's Family Engagement Toolkit
*Consider use of the ISAAP Tool and/or OPTEL
*Administrators should time in classrooms looking for Designated and Integrated ELD strategies and coach teachers through their utilization

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

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

For example in Goal 1, student and parent feedback indicated that math and science were areas of concern both academically and social-emotionally. As a result, more professional development in the areas of strategies, teacher clarity, and relationship building have been added to the LCAP as well as opportunities for hands-on activities and experiential activities (competitions, field trips, etc.). Additionally, availability of interventions was voiced as a concern. Collaborative department time through pull-out sessions and Collaborative Wednesday activities will be coordinated to give teachers/content teams the opportunity to analyze data and make determinations regarding both instruction and interventions. Through the Teacher Clarity training, data analysis (including the new to us NWEA Map Growth assessment for baseline and growth data), and classroom observations, both administrators and teachers will be better able to identify areas of concern and use data to address those areas to ensure that students' (and teachers') needs are met. Schools are investigating and implementing reading programs

as a result of gaps we are seeing/experiencing in this area. Tutoring options and opportunities are being rethought to include the possibility of later in the evening virtual options with our staff. We have hired additional staffing to address behavioral concerns that are impacting student ability to be successful in the classroom and are working to address other areas like speech. We are increasing elective options which is causing a need for additional classroom spaces. We will looking to hire a part time automotive teacher to replace IVC's Dual Enrollment teacher; IVC can no longer extend this service to us during the school day. We are maintaining our counseling staff to provide better service to more students (lower caseloads should equal improved results); these counselors were paid through A-G Block Grant dollars that are expiring in June 2026, so LCAP will be picking up these salaries. We will be hiring teachers on an hourly basis to support our Credit Recovery program as content experts for substantial interaction in order to meet the assurances to the UC system to keep these classes A-G approved. We will hire an additional clerk for the Special Education Department to ensure that we are meeting our obligations and supporting student goals through our intervention and placement practices. Educational partner feedback indicates that the 1:1 Chromebook initiative was a success and students had access to technology as a learning tool. Due to this educational partner feedback, funding was continued in the LCAP to support this initiative including the distribution and collection of Chromebooks.

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

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

In Goal 4, educational partners have pointed out the need to ensure that Family Resource Center services are available to all students and families in the District, not just those at Central due to the location of the FRC close to Central. With the hiring of a fulltime FRC Coordinator and the need for her to be at different sites throughout the week, we recognized the need for fulltime reception at the FRC which has been hired. Promoting attendance for both staff and students, but mainly staff, was a topic of high concern in feedback sessions; we have included strategies for keeping staff in classrooms more consistently in this action. Transportation is always a topic of feedback; we are investigating the ability to add routes and keep buses from being too crowded. To this end, we rehired a Bus Driver Trainer and are working to improve our transportation including possible after extracurricular activities options. Our program transfer parents were vocal about the need to ensure that transportation for their children is uninterrupted as well. We have included some funding for the action regarding increasing and improving extra-curricular activities as we have recognized that the costs associated with these activities is increasing and the addition of the aquatic center at SHS will need to be addressed. With the push to add more sports and other extracurricular options (which are great, proactive interventions due to the fact that many students keep their grades up in order to participate), we foresee a need in the future to include those additions in the LCAP. We also have heard that there is an increased need for training for coaches, particularly those who are

off campus coaches, in the areas of safety and liabilities, etc. Students have also requested beautification efforts at the schools in the way of murals and such for building culture, pride, etc. as well as cool building congregation options during the summer/hot months. We also recognize the need to support our district initiatives and state dashboard metrics through increased incentives for students: expanding incentives into other assessments (NWEA, ELPAC, etc.). In order to increase achievement, we need to increase the buy-in from both staff and students into the importance of these areas as there is no consequence for not doing your best and demonstrating your learning/mastery of content and skills. Additionally, we recognize the need to continue to train and coach our administrators in making adjustments and/or continue support in our areas of need, particularly in the instructional improvement of our district, so we will continue our work with Dr. Grant through ASCD.

Finally, in Goal 5, students and parents, again, expressed a concern regarding safety in the restrooms; although, the concerns have decreased. Funding for equipment (vape detectors and tablets) for improved detection and monitoring has been included in Goal 5. While vaping in the restroom is still a concern, there were less expressed concerns expressed in this area in the 24-25 and 25-26 school years, but cleanliness continues to be a shared concern. For that reason, we will work to amp up our cleaning/updating of restroom facilities. Other safety measures have been included to address expressed safety concerns like improved wifi, wiring for cameras and other safety equipment, etc.

Goal 6, the Equity Multiplier goal, included discussion around ways to continue to improve social-emotional learning, continue support of students academically and behaviorally through extended counseling services, continuance of increased and improved academic support and offerings, as well as making connections for and with community programs and businesses to help students see themselves in positive and successfuls ways in a post-high school setting. A STEM opportunity was added in 25-26 to help support students in seeing math connection and relevancy to life as well as to expose students to additional opportunitites in the work world and/or college opportunities.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

- CUHSD All Students- ELA: Yellow (11.9 points above standard) - 54.88% Met or Exceeded Standards; Math: Orange (91.4 points below standard)- 20.86% Met or Exceeded Standards
- CUHSD English Learners - ELA: Red (55.3 points below standard) - 10.32% Met or Exceeded Standards; Math: Orange (139 points below standard - Increased 8.6 points) - 1.67% Met or Exceeded Standards
- CUHSD Students with Disabilities- ELA: Red (110.5 points below standard) - 12.5% Met or Exceeded Standards; Math: Orange (184.5 points below standard - Increased 11.5 points) - 0% Met or Exceeded Standards
- CUHSD Homeless- ELA: Orange (29.3 points below standard) - 43.75% Met or Exceeded Standards; Math: Orange (125 points below standard - Increased 10.9 points) - 6.25% Met or Exceeded Standards

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

- English Learner Progress – Yellow – 50.5% making progress towards English language, 44.7% of ELs who progressed at least one ELP level, and 22.19% of ELs reclassified (CUHS - 20.5% Reclassified, SHS - 25.5% Reclassified, DOHS - 13.8% Reclassified, PRHS 0% Reclassified, MSVA - 0% Reclassified.
- College and Career Readiness Indicator - Percent of students who meet prepared status - All Students: Medium (40% prepared), Students with Disabilities: Very Low (9.7% prepared), White: Very High (78.8% prepared), Hispanic: Medium (38.8% prepared), English Learners: Low (17.7% prepared), Socioeconomically Disadvantaged: Medium (35.8% prepared), Homeless - Low (21.3% prepared). At Southwest High School, Students with Disabilities scored in the Very Low category with 9.8% of students prepared. At Central Union, SWD scored in the Very Low level with only 4.2% of students prepared. At Desert Oasis, all groups scored in the Very Low category (All - 0%, SED - 0%, and Hispanic - 0%). At MSVA, all groups scored Very Low (All - 0%, SED - 0%, Hispanic - 0%).
- 2022-2023 Four Year Cohort Graduation Rate - All Students: 84.8% graduated (Orange), Students Experiencing Homelessness: 77.8% graduated (Orange), Students with Disabilities: 78.8% graduated (Orange), English Learners: 80.2 % graduated (Orange), Foster Youth: graduated (No Performance Level), Low Income: 83.2% graduated (Orange).
- Percent of students completing A-G Requirements plus a CTE Pathway – All Students- 16.8%, Asian-36.4%, Hispanic-16.1%, White-36.4%, EL-4.4%, LI-14.1%, SWD-1.8%, Homeless-9.5%

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

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

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

SUPPORT FOR AT PROMISE STUDENTS: Actions 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, and 1.15 will provide support to individual and groups of students using tutoring both in person and online, providing opportunities for students to retake courses and receive support in online intervention courses and independent study, offer reteach, retake, replace opportunities on Saturdays, after school and during the summer, provide an alternative intensive intervention program to struggling students who need a smaller learning environment, offer social emotional and mental health supports during Advisory, offer extended hours for support from counselors, and provide support to both

students and families through the use of resource teachers. Technology and supplementary resources will also be provided to support students with their academics and sense of belonging. All these offerings will be supported through benchmark and growth/formative assessments as well as data analysis to ensure these supports are meeting the needs of the students and bringing about improved academic progress.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard - Mathematics and Science- Percentage of students who have met or exceeded standards on CAASPP / CAST	2022-2023 (96% OF 11TH GRADERS TESTED) Math CAASPP: All Students: Orange - 20.86% Met or Exceeded Standards English Learners: Orange - 1.67% Met or Exceeded Standards -	2023-2024 (98% OF 11TH GRADERS TESTED) Math CAASPP: All Students: Orange - 19.38% Met or Exceeded Standards English Learners: Red - 0% Met or	2024-2025 (98% OF 11TH GRADERS TESTED) Math CAASPP: All Students: Yellow - 18% Met or Exceeded Standards English Learners: Orange - 0.54%	Math CAASPP: All Students: Achieve Yellow Level in math, 30% MEET OR EXCEED STANDARDS English Learners: Achieve Yellow Level , 15% MEET OR EXCEED STANDARDS	Math CAASPP: All Students: one color growth, 2.86% decline in # of students that MEET OR EXCEED STANDARDS English Learners: Maintained color, decline 1.13% of students that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: Orange - 0% Met or Exceeded Standards Homeless: Orange - 6.25% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange - 16.43% Met or Exceeded Standards CAST: All Students: Standard Exceeded - 3.03%, Standard Met - 20.16% English Learners: Standard Exceeded - 0%, Standard Met - 0% LTEL - Standard Exceeded - 0%, Standard Met - 0% Students with Disabilities: Standard Exceeded - 0%, Standard Met - 2.56% Homeless: Standard Exceeded - 0%, Standard Met - 14.29%	Exceeded Standards - Students with Disabilities: Red - 3.81% Met or Exceeded Standards Homeless: Yellow - 22.73% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Red - 15.71% Met or Exceeded Standards CAST: All Students: 2023-2024 (98% OF 11TH GRADERS TESTED) All Students: 22.86% Met or Exceeded Standards English Learners: 1.84% Met or Exceeded Standards -	Met or Exceeded Standards Students with Disabilities: Orange - 2.34% Met or Exceeded Standards Homeless: Red - 11.11% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Yellow - 14.88% Met or Exceeded Standards CAST: All Students: 2023-2024 (99% OF 11TH GRADERS TESTED) All Students: Yellow - 22.79% Met or Exceeded Standards English Learners: Yellow - 1.18% Met or Exceeded Standards -	Students with Disabilities: Achieve Yellow Level, 10% MEET OR EXCEED STANDARDS Homeless: Achieve Yellow Level, 12% MEET OR EXCEED STANDARDS Low Income: Achieve Yellow Level, 22% MEET OR EXCEED STANDARDS CAST: All Students: Standard Exceeded and Met - 30% English Learners: Standard Exceeded and Met - 10% LTEL - Standard Exceeded and Met - 10% Students with Disabilities:	MEET OR EXCEED STANDARDS Students with Disabilities: maintain color, increase of 2.34% that MEET OR EXCEED STANDARDS Homeless: Decrease one color to Red Level, 4.86% increase that MEET OR EXCEED STANDARDS No reported changes for FY as statistically the number of students to report is too low Low Income: increase one color, decline of 1.55% that MEET OR EXCEED STANDARDS CAST: All Students: decline of 0.4% of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income: Standard Exceeded - 1.86%, Standard Met - 15.94%	LTEL - Standard Met or Exceeded - 2.59% Students with Disabilities: 6.25% Met or Exceeded Standards Homeless: 6.25% Met or Exceeded Standards Foster Youth: No Data Available Low Income: 18.89% Met or Exceeded Standards	LTEL - Orange - Standard Met or Exceeded - 2.54% Students with Disabilities: Yellow - 3.88% Met or Exceeded Standards Homeless: Green - 16.13% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Green - 19.12% Met or Exceeded Standards	Standard Exceeded and Met - 12% Homeless: Standard Exceeded and Met - 30% Low Income: Standard Exceeded and Met - 30%	students attaining Standard Exceeded and Met English Learners: increase of 1.18% that attained Standard Exceeded and Met LTEL - increase of 2.54% that attained Standard Exceeded and Met Students with Disabilities: increase of 1.32% that attained Standard Exceeded and Met Homeless: increase of 1.84% that attained Standard Exceeded and Met Low Income: increase of 1.32% that attained Standard Exceeded and Met
1.2	Fall and Spring Achievement Data from MAP Growth student	MAP Growth Interim Assessments in ELA and Math will be utilized	NWEA Math Progress: Fall - 37% of all	NWEA Math Progress: Fall - 36% of all	Percent of students scoring between 61st and	NWEA Math Progress: Fall - decrease of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	achievement data for ELA and Math - Grades 9-11 Insufficient Textbook Findings - Williams Visit LCAP Self-Reflection Tool - Priority 2: Implementation of State Standards -Increase of progress scores in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks (scores range from 1-Exploration and Research Phase to 5 - Full Implementation and Sustainability)	to measure student achievement and progress/growth in grades 9-11, three times a year (BOY, MOY, EOY) . This assessment will be administered for the first time in August 2024. 0 findings on Williams Visit (23-24) 2023-2024 LCAP Self-Reflection Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 3 Initial Implementation, History - Social Science - 3 Initial	grades scored between the 61st and >than 80th percentile (median %ile - 49th) Winter - 35% of all students scored between the 61st and >than 80th percentile (median %ile - 46th) Spring - 36% of all students scored between the 61st and >than 80th percentile (median %ile - 47th) NWEA ELA Progress: Fall - 31% of all grades scored between the 61st and >than 80th percentile (median %ile - 45th) Winter - 28% of all students scored between the 61st and >than 80th percentile (median %ile - 42nd) Spring - 26% of all	grades scored between the 61st and >than 80th percentile (median %ile - 46th) Winter - 37% of all students scored between the 61st and >than 80th percentile (median %ile - 48th) Spring - 35% of all students scored between the 61st and >than 80th percentile (median %ile - 47th) NWEA ELA Progress: Fall - 40% of all grades scored between the 61st and >than 80th percentile (median %ile - 53th) Winter - 44% of all students scored between the 61st and >than 80th percentile (median %ile - 55th) Spring - 38% of all	> that 80% will increase 2% every season and 6% every year; median %ile will also increase every year Maintain 0 findings on Williams Visit Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 4 Full Implementation, Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation, Next Generation Science Standards - 4 Initial Implementation, History - Social Science - 4 Full Implementation	1% scoring between the 61st and > than 80th percentile, decrease of 3% median percentile Winter - increase of 2% scoring between the 61st and > than 80th percentile, decrease of % median percentile Spring - decrease of 1% scoring between the 61st and > than 80th percentile, decrease of % median percentile NWEA ELA Progress: Fall - increase of 9% greater than 60th percentile, increase of 8% in median percentile Winter -increase of 16% scoring between the 61st and > than 80th percentile, increase of 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students scored between the 61st and >than 80th percentile (median %ile - 39th) 0 findings on Williams Visit (24-25) 2024-2025 LCAP Self-Reflection Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 3 Initial Implementation, History - Social Science - 3 Initial	students scored between the 61st and >than 80th percentile (median %ile - 51st) No Williams Visit (25-26) 2025-2026 LCAP Self-Reflection Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 4 Full Implementation, Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation, Next Generation Science Standards - 4 Full Implementation, History - Social Science - 3 Initial Implementation		median percentile Spring - increase of 12% scoring between the 61st and > than 80th percentile, increase of 12% median percentile Met goal - Maintain 0 findings on Williams Visit 2025-2026 LCAP Self-Reflection Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - Maintained, ELD (Aligned to ELA Standards) - Increase 1 level, Mathematics - Common Core State Standards for Mathematics - increase 1 level, Next Generation Science Standards - Increase one level, History - Social Science - maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Priority 2: Implementation of State Standards -
1.3	California School Dashboard - ELA- Percentage of students who have met or exceeded standards Student survey data regarding quality of instruction and instruction meeting students' needs CHKS Climate Report Data - Percent of students stating that "school is really boring" or "school is worthless and a waste of time" on the California Healthy Kids Survey	ELA CAASPP 22-23 All Students: Yellow 54.88% Met or Exceeded Standards English Learners: Red 10.32% Met or Exceeded Standards Students with Disabilities: Red 12.5% Met or Exceeded Standards Homeless: Orange 43.75% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange 48.99% Met or Exceeded Standards No baseline data for survey: 24-25 data will set baseline for upcoming years regarding both quality and meeting students' needs	ELA CAASPP 23-24 All Students: Yellow 55.74% Met or Exceeded Standards English Learners: Red 4.15% Met or Exceeded Standards LTELs - Red , 4.35% Met or Exceeded Standards (Baseline) Students with Disabilities: Red, 16.35% Met or Exceeded Standards Homeless: Yellow, 40.91% Met or Exceeded Standards Foster Youth: No Data Available	ELA CAASPP 24-25 All Students: Orange, 48.85% Met or Exceeded Standards English Learners: Orange, 6.01% Met or Exceeded Standards LTELs - Red, 7.69% Met or Exceeded Standards Students with Disabilities: Red, 14.06% Met or Exceeded Standards Homeless: Orange, 44.44% Met or Exceeded Standards Foster Youth: No Data Available	ELA CAASPP - All Students: Green, 65% Met or Exceeded Standards English Learners: Yellow, 20% Met or Exceeded Standards LTELs - Yellow, 20% Met or Exceeded Standards Students with Disabilities: Yellow, 20% Met or Exceeded Standards Homeless: Green, 55% Met or Exceeded Standards Low Income: Green, 60% Met or Exceeded Standards 75% of students will rank quality of	ELA CAASPP - All Students: Maintained yellow status, 6.03% decrease in Met or Exceeded Standards English Learners: increased by one color, 4.31% decrease in Met or Exceeded Standards LTELs - maintained color from year 1, 3.34% increase in Met or Exceeded Standards Students with Disabilities: still in red status, increase of 1.56% in Met or Exceeded Standards Homeless: maintained color, increase of 0.69% in Met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-2024: 37% of 9th and 11th graders that took the CHKS at traditional sites state that school is really boring. At our nontraditional/alternative school, 52% of students surveyed stated that school is really boring. 11% of 9th and 11th graders at traditional schools who took the CHKS state that school is worthless and a waste of time. At our nontraditional/alternative school, 24% of students surveyed state that school is worthless and a waste of time.	Low Income: Orange, 50.54% Met or Exceeded Standards 62.3% of students rank quality of instruction as high or very high and 85% of students responded that their teachers provide them with strong academic instruction and help them learn the subjects they am supposed to learn. 2024-2025: 35% of 9th graders and 39% of 11th graders that took the CHKS at traditional sites state that school is really boring. At our nontraditional/alternative school, 44% of students surveyed stated that school is really boring.	Low Income: Orange, 43.77% Met or Exceeded Standards 2025-2026: 60.1% of students rank quality of instruction as high or very high and 83.9% of students responded that their teachers provide them with strong academic instruction and help them learn the subjects they am supposed to learn. 39% of 9th and 37% of 11th graders that took the CHKS at traditional sites state that school is really boring. At our nontraditional/alternative school, 58% of students surveyed stated that school is really boring.	instruction as high or very high and meeting their needs Decrease to 20% - 9th and 11th graders on CHKS at traditional sites that state that school is really boring. Decrease number of nontraditional/alternative school students to 35% who state that school is really boring. Decrease to less than 5% of 9th and 11th graders at traditional schools who state that school is worthless and a waste of time. Decrease to less than 10% of students at nontraditional/alternative school, who state that school is worthless and a waste of time.	Exceeded Standards Low Income: maintained color status, decrease of 5.22% in Met or Exceeded Standards Decrease of 2.2% of students who rank quality of instruction as high or very high and decrease of 1.1% of students who responded that their teachers provide them with strong academic instruction and help them learn the subjects they am supposed to learn. 2% increase in 9th grader and no change in 11th grader response with regard to CHKS at traditional sites that state that school is really boring.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10% of 9th and 11% of 11th graders at traditional schools who took the CHKS state that school is worthless and a waste of time. At our nontraditional/alternative school, 16% of students surveyed state that school is worthless and a waste of time.	9% of 9th and 8% of 11th graders at traditional schools who took the CHKS state that school is worthless and a waste of time. At our nontraditional/alternative school, 16% of students surveyed state that school is worthless and a waste of time.		Increase in number of nontraditional/alternative school students of 6% who state that school is really boring between 23-24 and 24-25.. Decrease of 2% of 9th graders and 3% of 11th graders at traditional schools who state that school is worthless and a waste of time. Decrease of 8% of students at nontraditional/alternative school, who state that school is worthless and a waste of time between 23-24 and 25-26.
1.4	CTE Completers - Percent of completers California School Dashboard - College and Career Readiness Indicator - Percent of CUHSD students who meet prepared status	22-23 420 students (42.42%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 40% of CUHSD All Students are prepared	23-24 508 students (38.69%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course	24-25 529 students (51.8%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course	Increase to 70% of graduates as CTE completers districtwide 50% of CUHSD All Students are prepared for College/Career, No student group	Increase of 9.38% in the graduating class completing at least one CTE pathway with a grade of C- or better in the capstone course

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of CUHS and SHS Students with Disabilities CTE Completers Percent of DOHS and MSVA Student CTE Completers (All, SED, Hispanic)	for College/Career / SWD are Very Low (9.7%) and ELs (17.7%) and Homeless (21.3%) are Low CUHS SWD CTE Completers - 4.2% SHS SWD CTE Completers - 9.8% DOHS All Student CTE Completers - 0% DOHS SED CTE Completers - 0% DOHS Hispanic CTE Completers - 0% MSVA All Student CTE Completers - 0% MSVA SED CTE Completers - 0% MSVA Hispanic CTE Completers - 0%	45.7% of CUHSD All Students are prepared for College/Career (Increased 5.7%) / SWD are Red (7% - Declined 2.7%) / ELs are Yellow (22.8% - 5.1% Increase) and Homeless are Yellow (31% - Increased 9.7%) CUHS SWD CTE Completers - 9.86% SHS SWD CTE Completers - 12.35% DOHS All Student CTE Completers - 3.12% DOHS SED CTE Completers - 3.12% DOHS Hispanic CTE Completers - 3.12% MSVA All Student CTE Completers - 3.26% MSVA SED CTE Completers - 3.26%	51.9% of CUHSD All Students are prepared for College/Career (Increased 5.2%) / SWD are Yellow (20.5% - Increased 13.4%) / ELs are Yellow (26.3% - 2% Increase) and Homeless are Orange (30.2% - Declined 5%) CUHS SWD CTE Completers - 41.1% SHS SWD CTE Completers - 51.8% DOHS All Student CTE Completers - 7.4% DOHS SED CTE Completers - 7.5% DOHS Hispanic CTE Completers - 7.5%	falls in the Very Low or Low performance levels CUHS SWD CTE Completers - 10% SHS SWD CTE Completers - 15% DOHS All Student CTE Completers - 10% DOHS SED CTE Completers - 10% DOHS Hispanic CTE Completers - 10% MSVA All Student CTE Completers - 10% MSVA SED CTE Completers - 10%	Increase of 11.9% in CUHSD All Students prepared for College/Career, SWD are Yellow (Increased 10.8%) / ELs Increased 8.6%, and Homeless Increased 8.9% CUHS SWD CTE Completers - increased 36.9% SHS SWD CTE Completers - increased by 42% DOHS All Student CTE Completers - increased by 7.4% DOHS SED CTE Completers - increased by 7.5% DOHS Hispanic CTE increased by 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Completers - 3.26%			
1.5	Graduation Rate (Dashboard) and Dashboard Level Graduation Rate	2022-2023 CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: 84.8% graduated (Orange) Students Experiencing Homelessness: 77.8% graduated (Orange) Students with Disabilities: 78.8% graduated (Orange) English Learners: 80.2 % graduated (Orange) Foster Youth: graduated (No Performance Level) Low Income: 83.2% graduated (Orange) DOHS All - 37.3% graduated (declined 47.1%) - Red DOHS SED - 36% graduation (declined 48%) - Red DOHS Hispanic - 36.7% graduated (declined 49%) -Red MSVA All - 9.8% graduated (declined 60.2%) - Red MSVA SED - 10.5% graduated (declined 58.7%) - Red	CUHSD FOUR YEAR 2023-2024 COHORT GRADUATION RATE: All Students: 92.4% graduated (Blue) Students Experiencing Homelessness: 87.7% graduated (Green) Students with Disabilities: 85.3% graduated (Green) English Learners: 88.2 % graduated (Green) Foster Youth: No Performance Level Low Income: 92.1% graduated (Blue) DOHS All - 79.6% graduated (increased 42.4%) - Yellow DOHS SED - 79% graduation (increased 43%%) - Yellow DOHS Hispanic - 79.4% graduated	CUHSD FOUR YEAR 2024-2025 COHORT GRADUATION RATE: All Students: 95.4% graduated (Blue) Students Experiencing Homelessness: 94.4% graduated (Green) Students with Disabilities: 90.6% graduated (Green) English Learners: 93.9% graduated (Blue) Foster Youth: No Performance Level Low Income: 94.9% graduated (Green) DOHS All - 84.2% graduated (increased 4.6%) - Green DOHS SED - 83.9% graduation (increased 4.8%) - Green DOHS Hispanic - 83.9% graduated	CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: 90% graduated (Green) Students Experiencing Homelessness: 85% graduated (Green) Students with Disabilities: 85% graduated (Green) English Learners: 85% graduated (Green) Foster Youth: graduated (No Performance Level) Low Income: 88% graduated (Green) DOHS All - 65% graduated (green) DOHS SED - 65% graduation (green) DOHS Hispanic - 65% graduated (green) MSVA All - 65% graduated (green)	CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: increased by 10.6% Students Experiencing Homelessness: increased by 16.6% Students with Disabilities: increased by 6.2% English Learners: increased by 4.8% Low Income: increased by 4.8% DOHS All - increased by 46.9%, increased from red to green DOHS SED - increased by 47.9%, increased from red to green DOHS Hispanic - increased by 47.2%, increased from red to green

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MSVA Hispanic - 10% (declined 58.4%) - Red	(increased 42.7%) -Yellow MSVA All - 67.7% graduated (increased 58%) - Red MSVA SED - 66.7% graduated (increased 26.1%) - No Perf. Color MSVA Hispanic - 67.7% (increased 57.7%) - Red	(increased 4.8%) - Green MSVA Closed June 2025 - No data available	MSVA SED - 65% graduated (green) MSVA Hispanic - 65% graduated (green) MSVA Hispanic - 10% (declined 58.4%)	
1.6	A-G Completion Rate - Percent of students completing a-g requirements (All Schools and all subgroups) LCAP Survey data regarding quality/quantity of academic counseling services	CDE Dashboard indicates that completion rate for 21-22 was 29.1% (CUHS - 29.5%, SHS- 34.7%, DOHS - 0%, MSVA - 2.4%) Baseline to be set with new survey to be administered in 24-25	CDE Dashboard indicates that completion rate for 22-23 was 34.5% (CUHS - 31.7%, SHS- 38.9%, DOHS - 0%, MSVA - 25%) and Ed-Data indicates an a-g completion rate of 38.2% in 2023-24 (CUHS - 42.4%, SHS- 42.4%, DOHS - 0%, MSVA - 4.8%) 65% of students identified counseling services as being high or very high on LCAP Survey	CDE Dashboard indicates that A-G completion rate for 24-25 was 40.7% (CUHS - 44.3%, SHS- 48.1%, DOHS - 0%, MSVA Closed - No Data) 62.6% of students identified counseling services as being high or very high on LCAP Survey 39.5% of students said that they have met with their counselor only once or not at all this school year.	A-G completion rate of 40% 75% of students will identify counseling services as being high or very high on LCAP Survey	CDE Dashboard completion rate increased 11.6% districtwide (CUHS - 14.8% increase, SHS- 13.4% increase, DOHS - 0% no increase, MSVA closed- no data) Students identifying counseling services as being high or very high on LCAP Survey has decreased by 2.4% Students stating that they have met with their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			27.8% of students said that they have met with their counselor only once or not at all this school year.			counselor only once or not at all this school year has increased by 11.7%
1.7	Broad Course of Study - Percent of sub-group population students enrolled in VAPA Number of Fine Arts courses and sections offered in Master Schedules	2023-2024 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 19.3% ELs: 26% Foster Youth: 54.16% Homeless: 47.2% Current number of courses and sections of VAPA Districtwide - 24 courses, 65 sections	2024-2025 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 48.14 % ELs: students - 30.57% Foster Youth: students - 65% Homeless: students - 40.4% Current number of courses and sections of VAPA Districtwide - 32 courses, 81 sections	2025-2026 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 47.3%, ELs: students - 26.8%, Foster Youth: students - 37.04%, Homeless: students - 24.05% Current number of courses and sections of VAPA Districtwide - 30 courses, 73 sections	Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: 40% ELs: 40% Foster Youth: 75% Homeless: 75% Number of courses and sections of VAPA Districtwide - 26 courses, 75 sections	Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: increase of 28% ELs: increase of 0.8% Foster Youth: decrease of 30.11% Homeless: decrease of 23.15% Number of courses and sections of VAPA Districtwide - increase of 6 VAPA courses districtwide and 8 sections districtwide
1.8	Student technology ratio LCAP Student Survey regarding effectiveness	Maintain 1:1 Chromebooks 23-24	Maintained 1:1 Chromebooks 24-25	Maintained 1:1 Chromebooks 25-26	Maintained 1:1 Chromebook Intiative	Maintained 1:1 Chromebook Intiative

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of technology and its usage in the classroom	Our Educational Parent Survey contained responses from 149 parents and 1,047 students. Focus groups with students were held with 5 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 96% responded Agree or Strongly Agree. Of the 31 certificated staff members who responded to the LCAP survey, 74% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social	Our Educational Parent Survey contained responses from 101 parents and 705 students. Also, focus groups with students were held with 8 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96.8% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 94.1% responded Agree or Strongly Agree.	Our Educational Parent Survey contained responses from 76 parents and 1178 students. Also, focus groups with students were held with 10 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96.8% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 94.7% responded Agree or Strongly Agree. Of the 53 certificated staff	90% of students and staff feel technology is used as an effective teaching tool.	Our Educational Parent Survey responses has decreased by 73 parents and 131 students. Number of focus groups held with students increased by 5 groups of students. We have increased by 0.8% in students who responded to the prompt, "My teachers use technology that helps me learn," with answers of Agree or Strongly Agree We have decreased by 1.3% in those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," with answers of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	Of the 32 certificated staff members who responded to the LCAP survey, 71.9% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	members who responded to the LCAP survey, 73.5% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.		Agree or Strongly Agree. We have decreased by 0.5% with staff in regards to their belief that they have adequate technology for the effective implementation of the California Standards.
1.9	Broad Course of Study - College/Career Indicator Percentage of Student Course Requests placed when Scheduler is run (prior to any manual entries/adjustments)	22-23 40% of All Students are prepared for College/Career, SWD 9.7% prepared, ELs 17.7% prepared, Homeless 21.3% prepared, Hispanic 38.8% prepared, and SED 35.8% prepared Scheduler will be run in August 2025 - Percentage TBD	2024 45.7% of All Students are prepared for College/Career, 7% of SWD students are prepared, 45.2% of Hispanic students are prepared, 22.8% of ELs are prepared, 42.1 of SED students are prepared, 31% of homeless students are prepared	2025 51.9% of All Students are prepared for College/Career, 20.5% of SWD students are prepared, 50.9% of Hispanic students are prepared, 26.3% of ELs are prepared, 48% of SED students are prepared, 30.2% of homeless students are prepared	50% of All Students are prepared for College/Career, No student group falls in the Very Low or Low performance levels Running the Scheduler will result in 90% of student course requests being placed	11.9% increase of All Students who are prepared for College/Career, increase of 10.8% of SWD prepared, increase of 8.6% of ELs who are prepared, increase of 8.9% of Homeless students who are prepared, increase of 12.1% of Hispanic students prepared, and increase of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD are in the Very Low/Declined (red), ELs, LTELs, and Homeless are in the Yellow (low, but increased) Scheduler percentage not available	No students are in the red for this indicator, but Homeless percentage dropped by 5% and Homeless and LTELs are in the Orange SHS Scheduler - 99.8% scheduled CUHS Scheduler - 100% scheduled		12.2% of SED students prepared. Scheduler has placed students between 99-100%; no comparison data yet available
1.10	Number of students enrolled at PRHS and MSVA Percentage of failing grades by semester at PRHS and MSVA Attendance rates for PRHS and MSVA	23-24 PRHS Enrollment - 23, MSVA Enrollment - 95 PRHS Sem 1 Fs (Sem 1 23-24) - 16.8% MSVA Sem 1 Fs (Sem 1 23-24) - 15.6% 22-23 PRHS: 87.82% 22-23 MSVA - 70.96%	24-25 PRHS Enrollment - 18, MSVA Enrollment - 66 PRHS Sem 1 Fs (Sem 1 24-25) - 16.8% MSVA Sem 1 Fs (Sem 1 24-25) - 9.7% Attendance: 23-24 PRHS: 83% 24-25 PRHS (Aug-Apr) - 80% 23-24 MSVA - 97% 24-25 MSVA (Aug-Apr) - 94%	25-26 PRHS Enrollment - 20, MSVA Closed in 2025 and many of those students went into Long Term Independent Studies (LTIS) - 41 PRHS Sem 1 Fs (Sem 1 25-26) - 15.9% LTIS Sem 1 Fs (Sem 1 25-26) - 7.5% Attendance: 24-25 PRHS: 84.63% 25-26 PRHS (Aug-Apr) - 88%	PRHS Enrollment - 23, MSVA Enrollment - 68 PRHS Fs - 10% or less each semester MSVA Fs - 10% or less each semester 24-25 Attendance Rate: PRHS: 95% MSVA - 95%	PRHS Enrollment - enrollment has declined MSVA Enrollment - (school closed in 2025; LTIS at the sites has taken its place) PRHS Fs - number of failures has decreased by 0.9% LTIS Fs - number of failures has decreased by 8.1% 25-26 Attendance Rate: PRHS: attendance has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				MSVA closed in 2025 - no data available		decreased by 3.19%
1.11	Library traffic - number of students accessing library materials/resources and number of students signing in to the library for extended hours	Library has not been staffed in 23-24 school year; 24-25 school year will set baseline data Traffic in library (circulation and utilization of library after hours) baseline will be set in 24-25	CUHS Total Circulations - 3169 (Aug 2024-Apr 2025) Approximately 175 students utilize library's extended hours. SHS Total Circulations - 1597 (Aug 2024-Apr 2025) Approximately 250 students utilize the library on a daily basis and approximately 90 utilize library's extended hours.	CUHS Total Circulations - 3546 (Aug 2025-Apr 2026) Approximately 25 students utilize library's extended hours. SHS Total Circulations - 1597 (Aug 2024-Apr 2025) Approximately 250 students utilize the library on a daily basis and approximately 90 utilize library's extended hours.	Libraries will service at least 200 students per day	CUHS Total Circulations has increased by 377 checkouts. Students utilizing library's extended hours has decreased by approximately 125 students. SHS Total Circulations has increased by 301 checkouts. Students utilizing library's extended hours has maintained.
1.12	Percentage of students completing 2 or more Dual Enrollment classes (as measured through CCI) in their tenure Percentage of students deemed Not Prepared for CCI	2023 CCI Dashboard Data - 3.8% of All Students meet CCI through College Credit Courses (4.2% Hispanic, 3.8% SED, 9.1% Students w/Disabilities) Not Prepared for CCI - 37.4% All Students, 55.8% ELs, 40.8% SED, 60.2% SWD, 60.7% Homeless)	2024 CCI Dashboard Data - 22% of All Students meet CCI through College Credit Courses (22.5% Hispanic, 22.5% SED, 44.4% Students w/Disabilities) Not Prepared for CCI - 35.2% All Students, 56.9%	2025 CCI Dashboard Data - 22.8% of All Students meet CCI through College Credit Courses (23.4% Hispanic, 24.6% SED, 57.7% Students w/Disabilities) Not Prepared for CCI - 26.9% All Students, 47.1%	2024 CCI Dashboard Data - 10% of All Students meet CCI through College Credit Courses (10% Hispanic, 10% SED, 15% Students w/Disabilities) Not Prepared for CCI - 20% All Students, 40%	2025 CCI Dashboard Data - increase of 19% of All Students meet CCI through College Credit Courses (19.2% increase Hispanic, increase of 20.8% of SED, Students w/Disabilities - increase of 48.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELs, 38.2% SED, 64.8% SWD, 47.9% Homeless)	ELs, 47.3% LTEL (baseline set), 29.5% SED, 46.5% SWD, 50% Homeless)	ELs, 30% SED, 50% SWD, 50% Homeless)	Not Prepared for CCI - 10.5% decrease of All Students meeting not prepared, increase of 8.7% of ELs not meeting not prepared, decrease of 11.3% SED not prepared, decrease of 13.7% SWD not prepared, and decrease of 10.7% Homeless not prepared. LTEL data comparison not available.
1.13	Percentage of AP/IB students' Advanced Placement Test results with a 3 or higher and/or IB test results with a 4 or higher Percentage of students meeting CCI through AP/IB Exams	Collegeboard Results 22-23 AP Test - Total # of Students Taking Exams: 493 Number of Exams Administered: 778 Exams w/Scores of 3 or Higher - 51.3% IB Test - Total # of Students Taking Exams: 104 Number of Exams Administered: 151 Exams w/scores of 4 or higher - 94 or 62.25% # of candidates who passed the diploma - 2	Collegeboard Results 23-24 AP Test - Total # of Students Taking Exams: 624 Number of Exams Administered: 990 Exams w/Scores of 3 or Higher - 48% IB Test - Total # of Students Taking Exams: 119 Number of Exams Administered: 158	Collegeboard Results 24-25 AP Test - Total # of Students Taking Exams: 692 Number of Exams Administered: 1074 Exams w/Scores of 3 or Higher - 48% IB Test - Total # of Students Taking Exams: 90 Number of Exams Administered: 125	Collegeboard Results AP Test - Total # of Students Taking Exams: 600 Number of Exams Administered: Exams w/Scores of 3 or Higher - 60% IB Test (IB is being phased out, so we will not track this past 25-26) - Exams w/scores of 4 or higher - 70%	Collegeboard Results AP Test - Total # of Students Taking Exams: increase of 199 exams taken Number of Exams Administered: increase of 296 exams Exams w/Scores of 3 or Higher - decrease of 3.3% IB Test (IB is being phased out, so we

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CCI Preparedness through AP/IB exams - AP - 19.4% of All Students, 13.3% EL, 16.4% SED IB - 2.2% All Students, 5% EL, 2.5% SED)	Exams w/scores of 4 or higher - 114 or 72.15% # of candidates who passed the diploma - 2 CCI Preparedness through AP/IB exams - AP - 17.7% of All Students, 5.1% EL, 15.2% SED IB - 3.4% All Students, 0% EL, 3.2% SED)	Exams w/scores of 4 or higher - 102 or 81% # of candidates who passed the diploma - 0 CCI Preparedness through AP/IB exams - AP - 34.5% of All Students, 31.5% EL, 33.3% SED IB - 3.3% All Students, 1.1% EL, 2.9% SED)	CCI Preparedness through AP/IB exams - AP - 25% of All Students, 18% EL, 25% SED	will not track this past 25-26) - decrease of 26 exams administered Total # of Students Taking Exams: decrease of 14 students Number of Exams Administered: decrease of 26 exams Exams w/scores of 4 or higher - increase of 18.75% CCI Preparedness through AP/IB exams - AP - increase of 15.1% of All Students, increase of 18.2% of ELs, 13.5% decrease in SED IB - decrease of 0.1% All Students, increase of 1.1% EL, decrease of 0.3% SED)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	CTE Completers - Percent of completers A-G Completion Rate - Percent of students completing A-G requirements Percent of students completing A-G Requirements plus a CTE Pathway Enrollment of unduplicated populations in VAPA courses	2022-23 - 420 students (42.42%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course A-G completion rate for 22-23 was 34.5% (CUHS - 29.5%, SHS-34.7%, DOHS - 0%, MSVA - 2.4%) 2022-2023 - Percent of students completing A-G Requirements plus a CTE Pathway- Central Union High School District: 16.8%, (Hispanic-16.1%, White-36.4%, EL-4.4%, SED-14.1%, SWD-1.8%, Homeless-9.5%); Central Union High School: 17.1%, Desert Oasis High School: 0%, Southwest High School: 20.1%, Mt Signal Virtual Academy - 0% 2023-2024 Percentage of total number of students currently enrolled in visual and performing arts	23-24 - CTE Completers: 501 students (48%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 23-24 - A-G Completion: CDE Dashboard indicates that completion rate for 23-24 was 38.2% (CUHS - 40.3%, SHS- 40.1%, DOHS - 0%, MSVA - 3.2%) 2023-2024 - Percent of students completing A-G Requirements plus a CTE Pathway (CDE Dashboard)- Central Union High School District: 24.8%, (Hispanic-23.9%, White-43.5%, EL-10.1%, LTEL - 9.4%, SED-21.5%, SWD-1.6%, Homeless-	24-25 529 students (51.8%) in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course CDE Dashboard indicates that A-G completion rate for 24-25 was 40.7% (CUHS - 44.3%, SHS- 48.1%, DOHS - 0%, MSVA - 7.1%) 2024-2025 - Percent of students completing A-G Requirements plus a CTE Pathway (CDE Dashboard)- Central Union High School District: 28.9%, (Hispanic-28.5%, White-42.9%, EL-9.7%, LTEL - 9.0%, SED-26.1%, SWD-5.5%, Homeless-15.9%); Central Union High School: 35.1%,	CCI - CTE Pathway Completion - 65% of All Students A-G completion rate of 40% 2022-2023 - Percent of students completing A-G Requirements plus a CTE Pathway- 30% Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 40%, ELs: 40%, Foster Youth: 75%, Homeless: 75%	The percentage of graduates completing a pathway increased by 9.38% districtwide. CDE Dashboard indicates that A-G completion rate has increased by 6.2% (CUHS - increased by 14.8%, SHS- increased by 13.4%, DOHS - maintained at 0%, MSVA - increased by 4.7%) Percent of students completing A-G Requirements plus a CTE Pathway (CDE Dashboard)- Central Union High School District: 12.1% increase, (Hispanic-12.4% increase, White-6.5% increase, EL-5.3%, LTEL - 0.4% decrease, SED-12%, SWD-3.7% increase, Homeless-6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		courses: Students with IEPs: 19.3%, ELs: 26%, Foster Youth: 54.16%, Homeless: 47.2%	13.7%); Central Union High School: 29.5%, Desert Oasis High School: 0%, Southwest High School: 28.3%, Mt Signal Virtual Academy - 0% 2024-2025 Percentage of total number of students currently enrolled in visual and performing arts courses: SWD: students - 42.06% ELs: students - 30.57% Foster Youth: students - 65% Homeless: students - 40.4%	Desert Oasis High School: 0%, Southwest High School: 30.6% 2025-2026 (Sem 1) Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 47.3% ELs: students - 26.8% Foster Youth: students - 37.04% Homeless: students - 24.05%		increase); Central Union High School: 18% increase, Desert Oasis High School: 0%, Southwest High School: 10.5% increase 2025-2026 (Sem 1) Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 28% increase ELs: students - 0.8% increase Foster Youth: students - 17.12% decrease Homeless: students - 23.15% decrease
1.15	LCAP Teacher Survey questions regarding professional development	23-24 Current question: The school effectively supports professional development to facilitate each students achieving the academic standards - 71.95% stated Strongly Agree or Agree	24-25 Current question: The school effectively supports professional development to facilitate each students achieving the academic	25-26 Current question: The school effectively supports professional development to facilitate each students achieving the academic	The school effectively supports professional development to facilitate each students achieving the academic standards - 85% will state Strongly	Teacher response to "The school effectively supports professional development to facilitate each students achieving the academic standards" with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards - 65.7% stated Strongly Agree or Agree	standards - 49% stated Strongly Agree or Agree	Agree or Agree by 26-27	answers of Strongly Agree or Agree has decreased by 22.95%

Goal Analysis [2025-26]

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

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

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

We partially implemented actions 1.2 (which was also supported through other funding sources (Educator Effectiveness, LREBG, and Title II) and recognize the need to get back to basics and reconvene our Curriculum and Assessment teams to both identify needs and plan for bridging those gaps. While not fully embraced at this time, the utilization of NWEA Map Growth data will assist us in ensuring proper placement; 24-25 school year was an implementation/learning year, and 25-26 school year is where we begn to see strategic instructional adjustments by some teachers. We will analyze state data and compare it to our NWEA data to determine if there has been movement in improved student achievement and proficiency. Action 1.7 was also partially implemented as we were unable to lighting and much needed upgrades made in the SHS Theatre. Action 1.11 has also been partially implemented as we have not yet fully staffed our library with a librarian and, therefore, have not increased or improved the resources/materials available in the libraries. That being said, there is a lot of activity that takes place in and funnels through the library with the staff that is in place.

Challenges include student mindset with regard to math and teacher mindset with regard to how to teach math. In some cases, these two mindsets conflict. Intentional and purposeful interventions continue to be a struggle too as getting students to stay after school is difficult, but getting teachers to utilize class time intentionally with regard to intervention has been a low shift. It has also been difficult to grow the VAPA offerings as we do not have the space for expanding.

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

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

In review of the 25-26 Budgeted Expenditures and Estimated Actual Expenditures, it was noted that we underbudgeted and/or overspent in 1.1 (Expanded math and science),1.4 (CTE offerings), 1.6 (expanded counseling services), 1.8 (Enhanced technology for students), 1.10 (Schools/Programs of Choice), and 1.14 (College and Career Readiness). We are making a concerted effort to improve proficiency, relevance, and motivation in both math and science. We are improving facilities for CTE programs and enhancing the services offered here while being strategic in ensuring that CTE pathways are accessible to all students and that more students are able to enroll in and complete one pathway, particularly in the areas of Students with Disabilities, Long Term English Learners, and English Learners. We are also making attempts to ensure that counselors are available for extended hours to inform both students and parents of programs, services, and plan/staff meetings for informational purposes.

We overbudgeted/underspent in actions 1.2, 1.3, 1.7, 1.8, and 1.12. The availability of other funding sources and the deadline for expending those dollars caused the underspending in 1.2. While some activity took place in this area, other dollars were spent. We will continue to increase in 26-27, however, the collaboration of staff in standards-aligned instruction and assessment as we move forward with the implementation of NWEA Map Growth assessment and the analysis of this data (and other data pieces) to make strategic, sound instructional decisions to meet the needs of students in our classrooms. In action 1.3, we spent about half of the funding allotted as we did not hire additional support personnel and were unable to find enough staff to hold targeted tutoring/intervention sessions. In action 1.7, we were unable to start the project for enhancing the lighting and other systems in the Jimmie Cannon Theatre as planned to support our Visual and Performing Arts classes. Availability of experts in the field and priorotization of other projects impacted this, but the project is still on the list of areas to address and improve. For action 1.9, we failed to recognize that the expiration date of our current contract was coming to an end and needed to renew. We simply overbudgeted in action 1.12.

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

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

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

We have found 1.4 to be effective in that we are increasing the percentage of the all student group who are prepared for College and Career; however, we have additional work to do in getting English Learners, Long Term English Learners, and Students with Disabilities to the same level (1.9). We have started work in identifying current sophomore students (who will be juniors next year) who have not started a pathway and making a concerted effort to give these students priority to the concentrator courses, which will give additional students an opportunity to complete a CTE pathway. This is a huge change for some as it impacts students' ability to enroll in and complete more than one pathway.

We understand that all students deserve the opportunity to be exposed to at least one career choice, however, to assist and support students in making decisions about their future career plans. Being strategic in the placement of students is a step in the right direction for both access and inclusion.

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

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

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

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

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

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

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

An increased number of students are taking AP and IB exams, but the results as far as passing AP and IB exams are mixed (percentage passed has decreased in AP and has increased in IB). There is work to do in the area of rigorous course offerings and services (1.13) to

enroll more special population students and to prepare enrolled students for exams. Many teachers are being sent to AP training this summer, particularly at Southwest High, as we phase out IB (due to low enrollment in these classes) and increase AP offerings.

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

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

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

Changing metric 1.1 and 1.3 to remove the points from standard language. Removed raw number of students in metric 1.7. Changing metric 1.10 to measure LTIS instead of MSVA since MSVA closed in 2025.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expanded and enhanced options in math and science	Continue to offer support and services to students who are not meeting standards in math and science in order to close the achievement gap in meeting standards with priority given to unduplicated population students. Continue to offer and possibly develop additional math and science classes to support students and enhance learning opportunities; pay teacher salaries for these additional courses. Provide opportunities for remediation and/or enrichment when necessary or appropriate. Increase relevancy and student engagement in both math and science classes. Purchase supplementary program (like Agile Minds) to support students and provide relevancy in content and purchase supplies for the implementation of the program(s). Support student projects, fieldtrips, and competitions in the areas of math and science. This action is meant to support those student groups that have achieved red level on Dashboard for math achievement: SHS English Learners).	$650,068.00	Yes
1.2	Standards-aligned instruction and assessment	Learning Recovery Emergency Block Grant Action: Purchase of NWEA Map Growth for establishing baseline student achievement data in math and literacy and tracking progress of student achievement/growth. Professional development regarding frameworks, standards, CAASPP blueprints, formative assessment strategies, student engagement, and intervention strategies. Purchase Illuminate (DnA) or other platform for improved assessment creation, standard alignment, and data disaggregation. Provide time and/or additional pay for assessment analysis and content team curriculum planning/adjustment to meet student needs as evidenced	$760,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by the assessmrnt data (Map Growth, Quarterly Common Assessments, CAASPP, etc.). Purchase materials/services for formative assessment strategies to drive instruction. Ensure sufficiency of textbooks; adopt and purchase updated textbooks on a rotational basis. Provide supplementary curricular resources for enhancing instruction and engagement as well as addressing and encouraging diverse perspectives through content). Provide professional development and coaching on both the math and ELD/ELA frameworks. Provide time for articulation verticially and horizontally and identify essential standards and areas of need for focus. Stabilize staff to student ratios based on pupil learning needs. Studies also highlight that in districts where teachers engaged in collaborative efforts—such as peer observations and shared lesson planning—aligned with standards, there were notable improvements in student outcomes, especially among those with previously low math scores. Research has shown that students in schools emphasizing deeper learning—characterized by critical thinking, collaboration, and real-world problem-solving—achieved higher standardized test scores, graduated at higher rates, and were more likely to attend four-year colleges compared to peers in traditional settings. Meta-analyses have demonstrated that formative assessments—ongoing evaluations that inform instruction—lead to significant learning gains across various subjects and educational levels. These assessments help clarify learning goals, provide actionable feedback, and encourage student self-regulation. This action is meant to support those student groups that have achieved red level on Dashboard for math and/or ELA achievement: SHS English Learners and Students With Disabilities as well as CUHS Students With Disabilities. Metric Being used to monitor the action: Metric 1.2 LREBG Funds supporting this action: $750,000 (over 3 years)		

Action #	Title	Description	Total Funds	Contributing
1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Learning Recovery Emergency Block Grant Action: Hiring of Instructional Assistants and tutors to support students in high failure content areas. Utilization of Instructional Support Team to support teachers in effective strategies for checking for understanding and intervention. Development and implementation of tiers of intervention for academics. Implement/maintain Reteach/Retake/Replace (RRR) strategy intervention during after school, on Saturdays, or Summer in all content areas to allow struggling students opportunities to learn content and improve grades. Maintain MTSS Coordinators at comprehensive sites to assist with screening of students and for determining student needs and proper interventions (and creating if necessary) for supporting students. Maintain EdMod resources for access of information regarding IEPs, 504s, and SSTs to assist teachers in easy access to plans and accomodations and to improve understanding of student placement/needs. Provision of 4% of teacher salaries for increased instructional time to include Advisory every day to build relationships, intervene, remediate, and provide enrichment activities. Stabilize staff to student ratios based on pupil learning needs. Use of online services for tutoring (small group sessions, individual sessions, etc.). Investigate and purchase a reading/writing improvement program for struggling students. Provide tutoring opportunities for students. Hiring of a Speech Pathologist for increased speech intervention needs.	$1,844,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hire additional clerical position to support special population intervention meetings. Hiring of 2 additional School Psychologists to assist with both behavioral and psychological needs of students on campus in order to identify best placement for students and accomodations needed for success in classes. Research consistently demonstrates that well-designed high school interventions can significantly enhance student achievement, particularly for students facing academic challenges. High school interventions—ranging from targeted academic support and metacognitive strategy instruction to whole-school programs and college readiness initiatives—have demonstrated effectiveness in enhancing student achievement. These interventions are particularly impactful for students with academic difficulties or from underserved communities. Implementing such evidence-based programs can lead to meaningful improvements in educational outcomes. This action is meant to support those student groups that have achieved red level on Dashboard for math and/or ELA achievement: CUHSD English Learners, SHS English Learners and Students With Disabilities, CUHS Students With Disabilities, and all student groups at DOHS (All Students, Socioeconomically Disadvantaged, and Hispanic) who scored in the red for Suspension Rate and graduation rate. Metric Being used to monitor the action: Metric 1.3 LREBG Funds supporting this action: $1,100,000 over 3 years		
1.4	Expand and maintain CTE offerings	Expand offerings, pathways, and skill-based activities. Offer and track Work Based Learning opportunities within pathways to increase exposure to industry sector knowledge and skills. Provide clerical assistance for CTE and Work-Based Learning tracking and reporting (0.5 FTE).	$909,846.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Consider addition of pathways pending facilities availability. Hire instructors, renovate/add facilities (purchase supplies to expose students to additional industries in high demand, high-paying sectors. Ensure opportunities for English Learners, Low Income, Special Education students are available and that accomodations are made if and when necessary. Investigate and develop expanded day options, including staffing costs. Ensure facilities for new pathways meet the needs of the courses, keep equipment up to date and functioning, and ensure students have access to supplies for hands-on learning experiences in CTE courses. Hire a part-time transportation/auto shop teacher at CUHS and provide maintenance on shop equipment as necessary. Support use of CTEIG dollars for instructional support in CTE classrooms for additional safety and accessibility. This action is meant to address CCI Lowest Performing Indicator for DOHS (All, SED, Hispanic), MSVA (All, SED, Hispanic, CUHS (SED), and SHS (SWD).		
1.5	Credit Recovery / Online Educational Options	Learning Recovery Emergency Block Grant Action: Provide additional opportunities for students who have earned D/F grades to make up credits and/or improve credits attained/GPA in order to meet graduation and a-g requirements - salaries for sections offered, online program/services (prioritize services for Low Income, Foster Youth, and ELs). Offer online intervention offerings during the regular school year and during summer.	$921,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide independent study services for students in Long Term Independent Studies who necessitate online learning options for either medical or mental health reasons. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups. Research indicates that credit recovery programs can support high school students in meeting graduation requirements, though their effectiveness in ensuring mastery of academic standards varies. Metric Being used to monitor the action: Metric 1.5 LREBG Funds supporting this action: $150,000		
1.6	Expanded/enhanced counseling services	Continue to provide full-time Counselors on Special Assignment (COSAs) at CUHS and SHS devoted to intervention, attendance, foster youth, and at risk/low income students. At DOHS, hire full-time COSA/Intervention Specialist to support the unique needs of continuation/alternative students. Hiring of a COSA/Intervention Specialist for Desert Oasis and Phoenix Rising High School (Equity Multiplier) for improved services to unduplicated population students. Try to maintain a balanced (and lower) student to counselor ratio throughout the District by maintaining an additional 1 FTE to the regular counseling staff. Maintain School Psychologist and Guidance Support Specialists for additional counseling services. Provide needed materials for group counseling sessions. Offer extended counseling hours at the end of each semester to provide expanded time/opportunities for working parents to meet with counselors.	$922,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development to continually improve counseling practices, specifically to support unduplicated students.		
1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Expand courses options for students in the world of arts. Support the use of Prop 28 funds in securing and furnishing these facilities for adequate instruction, opening opportunities for unduplicated students. Purchase and install of 2 modulars classrooms at SHS for improved arts/music offerings/services. Update lighting and other technical equipment in the theatre for improved performances/theatrical experiences. Ensure ELs, LI students, and SWD have access to these creative courses through expanded day opportunities, increased section offerings, and/or through integrated instruction. Remove barriers to participation in programs. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): CUHS Students With Disabilities, SHS Students With Disabilities, Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.	$1,420,000.00	Yes
1.8	Enhanced technology (access and connectivity) for students	The district will provide supplemental technology and support to students in order to provide them access to high speed internet and quality electronic devices. Maintain and enhance connectivity on campus to meet increasing technological demands.	$1,528,011.00	Yes
1.9	Master Scheduling Resources	Ensure equity in access to courses by contracting with Education Advanced (Cardonex) to assist in creating Master Schedules that offer all students (particularly unduplicated population students and Students with Disabilities whose schedules are impacted by support classes) opportunities to elective/enrichment classes that provides for a well	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		rounded education and a broad course of study. This program allows for maximized course offerings and staffing to meet established student desires/needs for coursework (contract needs to be renewed for 26-27 school year).		
1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	Phoenix Rising High School: Offer a specialized program for 10th grade students who were unsuccessful during their 9th grade year at the comprehensive high schools. Provide staffing and supplemental curricular suppies/programs. Offer CTE courses to PRHS students to motivate students to come to school and to learn a trade/skill. Consider Master Schedule needs to ensure that students have more options for engaging, interesting coursework; consider extended day options/staffing needs. Develop and share an advertisement/recruitment campaign to help students, families, and community members to see the opportunity available (not a punishment) to get back on track. Provide marketing campaign for DOHS and PRHS to help students and parents see the opportunities available through the smaller school setting. Long Term Independent Studies: Provide an alternative for parents/students who believe their student or they need an alternative setting to the traditional high school setting for health, mental health, or other significant reason that warrants placement in LTIS. Provide online curriculum to prepare students for postsecondary options. Provide staffing for instruction and other student needs. Provide supplies for carrying out of instruction. Provide hourly pay for teachers to substatinally interact with LTIS students through online teaching/tutoring opportunities to ensure that students are supported by experts in the content of their online classwork. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.	$371,167.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Improved Library resources and access	Provide a welcoming environment where students will be able to engage with current and authentic literature (both in print and digital) as well as congregate for study sessions, complete work and projects, etc. Provision of library staff including extended library hours. Renovation of Central's library/media center to be that welcoming place.	$85,880.00	Yes
1.12	College Articulated and Dual Enrollment courses	Provide opportunities for students to engage in articulated and Dual Enrollment courses through Imperial Valley College and/or another community college. Provide participating teachers with the opportunity to collaborate with their college instructor peers. Provide college-level materials for coursework. Increase Dual Enrollment courses offered during the school day through possible college instructor led and/or co-teaching opportunities. Support purchase of consumables for Dual Enrollment courses. Provide transportation and other costs for assessment opportunities for Articulated courses. Support hours/days for college instructors (through MOU with IVC) for extended time needed to cover high school calendar/instructional day requirements. Upkeep of auto shop to meet industry certifications and ensure facility is in working order. Hire Counselor on Special Assignment for the District to provide college-going / Dual Enrollment counseling to ensure that students are taking courses intentionally to align with new financial aid and college application processes. Ensure smooth transition from high school to college.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Rigorous curricular offerings and services	Provide broad opportunities for students to participate in both Advanced Placement and International Baccalaureate courses. This will include professional development and collaboration for staff, summer AP courses for Migrant and other subgroup populations, AP/IP testing fee waivers for students, and coverage of exam fees. Offer the AVID Program to prepare students for success in high school, college, and a career, especially underrepresented students. This includes AVID classes at CUHS and SHS, membership in AVID, and professional development for staff in AVID. Administer California Spanish Assessment to assist with meeting Seal of Biliteracy requirements. Offer AP Bootcamps and Parent Nights to ensure unduplicated students are supported in taking rigorous courses and families are educated in expectations and strategies for supporting their students.	$1,225,852.00	Yes
1.14	College and Career Readiness	Offer field trip opportunities to IVC & SDSU-IV for grade 9/10 students to gain exposure to local post-secondary options. Investigate Computer Science and/or Personal Finance options for new graduation requirements (hiring of staff, adoption of curriculum, professional development, etc.) to ensure that students, especially unduplicated population students are equipped with the skills they need to enter the 20th century workforce, succeed in our digitally driven world, and gain access to high demand, high paying jobs/careers. Offer Career Fair and Transition Fair opportunities (either hosted by our schools, or travel and participation at another school). Incentives for CTE and a-g Completion. Enter into contract with Parchment for easier access to transcripts and facilitate transition from high school to post-secondary options.	$30,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): CUHS Students With Disabilities, SHS Students With Disabilities, Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.		
1.15	Instructional program improvement support	Provide support for improvement of instructional program initiatives and services through continued offering of Program Improvement Resource Teachers (1 FTE at both Central and Southwest and 1 part-time release teacher at DOHS) to support analysis of site data and investigate/determine school improvement initiatives/needs to best support students and improved achievement efforts.	$195,342.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher and Student Survey - Percent of students, parents, and staff that feel technology is used as an effective teaching tool.	2023-2024 Our Educational Parent Survey contained responses from 149 parents and 1,047 students. Focus groups with students were held with 5 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 96% responded Agree or Strongly Agree. Of the 31 certificated staff members who responded to the LCAP survey, 74% of believe that they have adequate technology for the effective implementation of the	24-25 Our Educational Parent Survey contained responses from 101 parents and 705 students. Also, focus groups with students were held with 8 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 96.8% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 94.1% responded Agree or Strongly Agree.	25-26 Our Educational Parent Survey contained responses from 76 parents and 1170 students. Also, focus groups with students were held with 10 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 95.9% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The school(s) provide(s) instructional technology for students to enhance learning," approximately 94.7% responded Agree or Strongly Agree.	90% of students, parents, and staff feel technology is used as an effective teaching tool.	We have maintained over 90% of students and parents who share that they agree or strongly agree that technology is being used effectively. We have decreased by 0.5% with staff in regards to their belif that they have adequate technology for the effective implementation of the California Standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	Of the 32 certificated staff members who responded to the LCAP survey, 71.9% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	Of the 53 certificated staff members who responded to the LCAP survey, 73.5% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching		
2.2	Staff Development Survey (Impact Score on 1-10 scale) - Percent of staff who feel that "The school effectively supports professional development to facilitate each students achieving of the academic standards."	23-24 "The school effectively supports professional development to facilitate each students achieving the academic standards," 77.4% responded Agree or Strongly Agree. This would equate to a rating of 7.4.	24-25 Current question: The school effectively supports professional development to facilitate each students achieving the academic standards - 65.7% stated Strongly Agree or Agree (6.5 impact score)	25-26 Current question: The school effectively supports professional development to facilitate each students achieving the academic standards - 49% stated Strongly Agree or Agree (score of 4 or 5 on survey)	"The school effectively supports professional development to facilitate each students achieving the academic standards," 90% of staff will identify that they Agree or Strongly Agree. This would equate to a rating of 9.0.	Decrease of 28.4% of teachers identifying that they agree or strongly agree that "The school effectively supports professional development to facilitate each students achieving the academic standards."

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11 Local Perfomance Indicator Self-Reflection - Priority 2: Implementation of State Standards - Increase of progress scores in providing professional learning for teaching to the most recently adopted academic standards and/or curriculum frameworks	MAP Growth Interim Assessments in ELA and Math will be utilized to measure student achievement and progress/growth in grades 9-11, three times a year (BOY, MOY, EOY). This assessment will be administerd for the first time in August 2024. 23-24 ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 3 Initial Implementation, History - Social Science - 3 Initial Implementation	NWEA Map Growth Results 24-25: CUHSD Math Observed Growth vs Projected School Growth (Fall to Winter): 9th - 2 / 2.6 (-0.12) 10th - 3 / 2.4 (0.35) 11th - 2 / 2.0 (-0.11) 12th - 0 / 0.3 (0.06) % of students meeting growth projection in math: 9th - 47% 10th - 55% 11th - 52% 12 - 52% CUHSD Reading Observed Growth vs Projected School Growth (Fall to Winter): 9th - -1 / 2.0 (-2.42) 10th - -1 / 1.8 (-2.41) 11th - 0 / 1.4 (-1.05) 12th - 0 / -0.1 (0.29)	NWEA Map Growth Results 25-26: CUHSD Math Observed Growth vs Projected School Growth (Fall to Winter): 9th - 2/2.5 (-0.04) 10th - 4/2.5 (0.15) 11th - 4/1.9 (0.32) 12th - 2/1.0 (0.23) % of students meeting growth projection in math: 9th - 48% 10th - 51% 11th - 56% 12 - 48% CUHSD Reading Observed Growth vs Projected School Growth (Fall to Winter): 9th - 0/1 (0.1) 10th - 2/1 (0.2) 11th - 2/1 (0.35) 12th - 1/1 (0.3) % of students meeting growth projection in reading: 9th - 47%	65% of students will meet or exceed their growth projections in ELA and Math from Fall-to-Spring annually Priority 2 - No group will score below a 3 on the Local Perfomance Indicator Self-Reflection	% of students meeting growth projection in math (Fall to Spring): 9th -2% 10th -6% 11th NA 12 -14% % of students meeting growth projection in reading (Fall to Spring): 9th +1% 10th +3% 11th NA 12 +3% Priority 2 - No group below a 3 on the Local Performance Indicator Self-Reflection ELA +1 Science +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% of students meeting growth projection in reading: 9th - 42% 10th - 42% 11th - 46% 12 - 47% CUHSD Math Observed Growth vs Projected School Growth (Fall to Spring): 9th - 6 / 4.2 (0.74) 10th - 6 / 3.9 (0.96) 11th - 3 / 2.9 (-0.22) 12th - 0 / 1.6 (-0.46) % of students meeting growth projection: 9th - 56% 10th - 55% 11th - 52% 12 - 48% CUHSD Reading Observed Growth vs Projected School Growth (Fall to Spring): 9th - 2 / 3.2 (-0.69)	10th - 52% 11th - 53% 12 - 50% CUHSD Math Observed Growth vs Projected School Growth (Fall to Spring): 9th - 5/4 (0.12) 10th - 4/3.9 (0.06) 11th - Not Tested 12th - -1/2 (-0.32) % of students meeting growth projection: 9th - 54% 10th - 49% 11th - NA 12 - 34 CUHSD Reading Observed Growth vs Projected School Growth (Fall to Spring): 9th - 0/2 (-0.04) 10th - 1/2 (0.04) 11th - NA 12th - -1/2 (0.02) % of students meeting growth projection in reading:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			10th - 1 / 2.6 (-0.96) 11th - 2 / 1.5 (0.14) 12th - -5 / 0.6 (-2.17) % of students meeting growth projection in reading: 9th - 43% 10th - 42% 11th - 50% 12 - 35% 24-25 Local Performance Indicator Self-Reflection - Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation,	9th - 44% 10th - 45% 11th - NA 12 - 38% 25-26 Local Performance Indicator Self-Reflection - Priority 2: Implementation of State Standards - ELA – Common Core State Standards for ELA - 4 Full Implementation, ELD (Aligned to ELA Standards) - 3 Initial Implementation, Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation, Next Generation Science Standards - 4 Full Implementation, History - Social Science - 3 Initial Implementation		

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

Goal Analysis [2025-26]

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

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

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

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

There were some differences in budgeted and estimated actual expenditures; all actions (2.1, 2.2, 2.3) were underspent/overbudgeted. There were other funding sources (Art, Music, and Instructional Materials Block Grant and Educator Effectiveness Block Grant) that needed spending that covered many expenditures in these areas.

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

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

We have mixed results with regard to our professional development and instructional support (2.2). Of staff surveyed, we had a decrease in the number of teachers who responded that we are effectively supporting professional development to facilitate each student's achieveing of

the academic standards (score of 7.4 in 23-24 and a score of 6.5 in 24-25). There is a discrepancy between the qualitative data we receive from students about the quality of instruction and the feedback we receive from staff about their professional development needs. We must find balance in our offerings and have open mindsets with regard to needs versus wants. Leadership is currently undergoing training to assist us in supporting teachers instructionally and coaching staff through improvement efforts to ensure that students are at the forefront of our work and that shifts occur based on where students are and what they need.

We are still assessing students in NWEA Map Growth for the Spring, so we don't yet have year end data (2.3). However, we have winter scores that show that our students are ranging in the 50% area of students meeting their growth projections. We understand that this year, as an implementation year, comes with its own growing pains: buy-in from both students and staff, understanding of the purpose of the assessment, utilization of the data to make instructional decisions, etc. It's a work in progress. In hindsight, there should have been more professional development up front to prepare for this initiative. As we become more familiar with the assessment and it's possibilities, and we communicate the importance of understanding where each student is and what they need, we will begin to see more progress and we will be able to make sound instructional decisions for all students. There is a group of teachers, TOSAs, and administrators going to the NWEA Fusion Conference this summer to learn about what this assessemnt can do for us, what reports will help us most, and how to make decisions around this data that works for all. Be believe current data reflects compliance more than progress; next year, we will be more focused, educated, and prepared.

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

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

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

Actions

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Least Restrictive Environment (LRE) - Percentages of Students in a regular classroom 80% or more of the day Teacher Survey regarding support of teachers with Inclusion - Percentage of teachers that feel supported with regard to inclusion and accessibility	LRE Data 22-23: Actual District percentage: 36.23% (Target not met) Survey to be developed and administered in 24-25 New question(s) to be added regarding quality of PD and coaching	CIM 2024 Data: Least Restrictive Environment Regular Class 80% or more - 32.14% LRE Regular Class less than 40% - 12.03% 25% of teachers do not feel prepared to support English Learners and/or Students with Disabilities in their classroom. 25.1% of teachers do not feel strongly supported from school and/or District team with regard to inclusion and accessibility of English Learners	CIM 2025 Data: Least Restrictive Environment Regular Class 80% or more - 47.73% LRE Regular Class less than 40% - 10.25% 11.3% of teachers do not feel strongly supported from school and/or District team with regard to inclusion and accessibility of English Learners 17% of teachers do not feel strongly supported from school and/or District team with regard to inclusion and accessibility of Students with	LRE Percentage - 60% 75% of teachers will state that they feel informed and supported with regard to inclusion and accessibility 85% of staff will state Agree or Strongly Agree to questions about PD being high quality and meeting teacher needs as well as 85% sharing that admin and IST support teachers in and through instructional improvement	LRE Percentage - increase of 15.59% in 80% or more in regular (Gen Ed) classes decrease of 1.78% of students in regular classes for less than 40% of the day Decrease of 8.1% of teachers that do not feel strongly supported from school and/or District team with regard to inclusion and accessibility of English Learners and/or Students with Disabilities in their classroom. Increase of 11.6% of teachers shared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Students with Disabilities in their classroom. 46.9% of teachers shared that they worked with an Instructional Coach this year; 67.8% of those teachers rated the quality of support and PD provided to themby the coach as excellent, very good, or good.	Disabilities in their classroom. 58.5% of teachers shared that they worked with an Instructional Coach this year; 70.2% of those teachers rated the quality of support and PD provided to them by the coach as a score of 4 or 5 (Good or Very Good).		that they worked with an Instructional Coach this year; increase of 2.4% of those teachers rated the quality of support and PD provided to them by the coach as a score of 4 or 5 (Good or Very Good).
3.2	Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11 Student English Language Acquisition Results from Summative ELPAC	MAP Growth Interim Assessments in ELA and Math will be utilized to measure student achievement and progress/growth in grades 9-11, three times a year (BOY, MOY, EOY). This assessment will be administered for the first time in August 2024. 22-23 44.7% - ELs who progressed at least one ELPI level, 31.3% - ELs who maintained ELPI levels	24-25 NWEA Math Progress: 9th grade - 55% met their growth projection in Spring 2025 10th grade - 51% met their growth projection in Spring 2025 11th grade - 46% met their growth projection in Spring 2025 12th grade - 44% met their growth projection in Spring 2025	25-26 NWEA Math Progress: 9th grade - 54% met their growth projection in Spring 2026 10th grade - 49% met their growth projection in Spring 2026 11th grade - NA - did not take exam (took CAASPP) 12th grade - 34% met their growth projection in Spring 2026	65% of students will meet or exceed their growth projections in ELA and Math from Fall-to-Spring annually (Map Student Growth Summary Report) 55% - ELs who progressed at least one ELPI level, 20% - ELs who maintained ELPI levels	NWEA Math Progress: 9th grade - decrease of 1% in students who met their growth projection 10th grade - decrease of 3% in students who met their growth projection 11th grade - NA - did not take exam (took CAASPP) 12th grade - decrease of 10% in students who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NWEA ELA Progress: 9th grade - 48% met their growth projection in Spring 2025 10th grade - 45% met their growth projection in Spring 2025 11th grade - 50% met their growth projection in Spring 2025 12th grade - 35% met their growth projection in Spring 2025 23-24 32.7% - ELs who progressed at least one ELPI level, 36.9% - ELs who maintained ELPI	NWEA ELA Progress: 9th grade - 44% met their growth projection in Spring 2026 10th grade - 45% met their growth projection in Spring 2026 11th grade - NA - did not take exam (took CAASPP) 12th grade - 38% met their growth projection in Spring 2026 24-25 42.6% - ELs who progressed at least one ELPI level, 36.4% - ELs who maintained ELPI		met their growth projection NWEA Reading Progress: 9th grade - decrease of 4% in students who met their growth projection 10th grade - maintained status of students who met their growth projection 11th grade - NA - did not take exam (took CAASPP) 12th grade - increase of 3% in students who met their growth projection Decrease of 2.1% of ELs who progressed at least 1 ELPA level, increase of 5.1% of ELs who maintained ELPI level
3.3	Progress towards English Language Proficiency percentage	22-23 50.5% making progress towards English Language Proficiency	23-24 35.4% making progress towards English Language	24-25 44.4% of ELs making progress towards English Language	60% making progress towards English Language Proficiency	decrease of 6.1% of students making progress towards English Language Proficiency

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reclassification Percentages	Reclassification Percentages 22-23: CUHS - 20.50% SHS - 25.5% DOHS - 13.8% PRHS - 0% MSVA - 0%	Proficiency (Declined 15.1%) Reclassification Percentages 23-24: CUHS - 18.43% SHS - 19.39% DOHS - 5.5% PRHS - 12.5% MSVA - 20%	Proficiency (Increased 9%) 43% of LTELs making progress towards English Language Proficiency (Increased 9.2%) - baseline data set Reclassification Percentages 24-25: CUHS - 22.10% SHS - 16.8% DOHS - 5.6% PRHS - 0% MSVA - School Closed in 2025 MSVA - 25%	Decrease percentages through reclassification: LTELs - 15%, Dually Identified LTELs - 50% Reclassification Percentages: CUHS - 28% SHS - 30% DOHS - 20% PRHS - 20% MSVA - 20%	Increase of 9.2% of LTELs making progress towards English Language Proficiency (comparison not available) Reclassification Percentages: CUHS - increase of 1.6% SHS - decrease of 8.7% DOHS - increase of 8.2% PRHS - maintaining of 0% MSVA - school closed in 2025
3.4	Overall Performance on ELPAC (% of Dually Identified students scoring a 4) Progression rate on Summative Alternate ELPAC	22-23 Grade 9 - 7 students - 8.33% Grade 10 - 9 students - 13.64% Grade 11 - 2 students - 4.65% Grade 12 - 2 students - 5.56% Total - 20 students - 8.73% 11.1% of students progressed on the Summative Alternate ELPAC in 2023	23-24 Grade 9 - 3.45% Grade 10 - 10.61% Grade 11 - 12% Grade 12 - 4.26% Total - 7.69% 14.3% of students progressed on the Summative Alternate ELPAC in 2024	24-25 Grade 9 - 2 students - 2.5% Grade 10 - 2 students - 3.4% Grade 11 - 3 students - 4.7% Grade 12 - 2 students - 4.5% Total - 9 students - 3.7% 5% of students progressed on the Summative	20% of all Dually Identified scoring an overall score of 4 20% of students will demonstarte progression on the Summative Alternate ELPAC	Overall Perfomrnace of ELPAC: Grade 9 - decrease of 5.83% Grade 10 - decrease of 10.24% Grade 11 - increase of 0.05% Grade 12 - decrease of 1.3% Total - decrease of 5.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Alternate ELPAC in 2025		decrease of 6.1% of students progressing on Summ Alt ELPAC
3.5	CCI Indicator for Transition Classwork and Work-Based Learning Experiences	22-23 All Students - 5 students (1.2%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 4 students (1.7%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences ELs - 4 students (6.7%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 4 students (4.4%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences SWD - 5 students (45.5%) met CCI prepared status through Transition Classwork and Work-Based	23-24 All Students - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences ELs - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based	24-25 All Students - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences ELs - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based	Increase both prepared and approaching prepared percentages for all students, ELs, and SWD by 2% every year. By 26-27, All students will have 7.2% of students prepared and 7.7% will be approaching prepared. By 26-27, ELs will have 12.7% of students prepared and 13.7% will be approaching prepared. By 26-27, SWD will have 51.5% of students prepared and 17.8% will be approaching prepared.	Decrease of 1.2% of students who met CCI prepared status and decrease of 1.7% of students approaching prepared through Transition Classwork and Work-Based Learning Experiences ELs - decrease of 6.7%of students who met CCI prepared status and decrease of 4.4% of students approaching prepared through Transition Classwork and Work-Based Learning Experiences SWD - decrease of 45.5% of students who met CCI prepared status and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Learning Experiences, 4 students (11.8%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences	Learning Experiences SWD - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences	Learning Experiences SWD - 0 students (0%) met CCI prepared status through Transition Classwork and Work-Based Learning Experiences, 0 students (0%) were approaching prepared status through Transition Classwork and Work-Based Learning Experiences		decrease of 11.8% approaching prepared through Transition Classwork and Work-Based Learning Experiences

Goal Analysis [2025-26]

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

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

We fully implemented action 3.4. Success in the past couple of years include the hiring of 2 additional Instructional Coaches, the implentation of coteaching classes in the area of math and English (Algebra 1, Geometry, English 10, and English 11), the contracting of WestEd for training of coteachers and teachers in the Special Education department, the implementation of Unified PE for our ESN students, support of transition work-based experiences, the adoption of new materials for EL classes to support language needs, analysis through Differentiated Assistance of ELs and Students with Disabilities and Dually Identified students, continuance of staffing of EL program staff, and the beginning transition classroom-based work exploration for our ESN students (new program transfer to the District in 24-25).

CUHSD partially implemented actions 3.1, 3.2, 3.3, and 3.5. We still need to work more fully in the aligning of Special Education and General Education curriculum so that Basic courses more fully match what's being taught in the General Ed classrooms and support more unduplicated students in the Gen Ed classrooms (3.1). We have made gains in coteaching opportunities, provided coaching to teachers through our Instructional Coaches, implemented programs like Unified PE, and provided tools to both students and teachers to help make daily instruction accessible. We need to continue to provide training for all teachers in accessibility tools and strategies to ensure better

inclusion and support of students' disabilities and language needs. Training for teachers who will teach EL support classes (3.2) will continue to take place in 26-27. While we have adopted language support curriculum, our teacher have voiced that they need additional training and resources to support both our ELs and our LTELs. We have reconfigured some placement processes for language support classes (3.3) and have offered curriculum development opportunities for teachers to align instruction with standards and more fully support ELs who are dually identified as SWD; however, we were not able to make the strides we had hoped to make. Familiarity with new curriculum is still in the infant stages and comfort and/or buy-in is still be worked on. And, we have made some gains in providing opportunities for work-based learning (3.5) but recognize that there is continued work to do to ensure that we are providing work-based learning experiences to students to prepare them for postsecondary options.

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

About a third of the dollars allotted to 3.1 (Improved Accessibility and Inclusion) were spent. Other funding sources were used to support these endeavors, and we did not move forward on the hiring of some additional personnel (there weren't qualified applicants). We did not spend any of the funding set aside for 3.2 (language acquisition and English Learner support classes and instructional materials) as other funding sources were used (Title III and AMIM). We spent little of the money aside for Dually Identified Student Support (3.3); however, the work completed in this area so far has not necessitated much funding. Reclassification criteria have been adjusted in the last couple of years to better support students who should have reclassified for language purposes but their GPA was keeping them from reclassifying. Adjustments will continue to be made in the upcoming year to help us to focus on both of these groups more strategically. We overspent in 3.4 with the adoption of new curriculum, training, and planning time. And, little of the funding set aside for increased and improved work based learning experiences (3.5) was used. The program transfer for ESN came with some logistics that needed to be worked out (driver's training, etc.); we are in a better place in the 25-26 school year and will continue to expand and track these services as we move forward in 26-27.

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

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

Language Support classes (3.2) underwent a rehaul this year with the adoption of Summit K12 to really focus on language skills rather than just extending the English class instruction; we are in the initial stages of implementation so it hard to determine effectiveness at this point. Dually identified student support (3.3) has not yet proven effective either. A slight increase in the percentage of our students progressing in English Proficiency on the Summative ELPAC has occurred (from 6.44% proficient in 23-24 to 7.04% proficient in 24-25). New curriculum has been purchased and teacher collaboration has occurred and will continue to be implemented, training provided, and monitoring of implementation and its effectiveness will be a focus in 26-27. We have struggled to find enough staff in the instructional aide world due to the number of hours available for individuals and/or their schooling schedule. While we are fully staffed in the EL program (3.4), we know that adjustments to practices and procedures need to continue to be made to be strategic in addressing student needs. Students are being

properly placed by this staff and they are providing guidance and support with ELPAC. We recognize the need to move from informational activities to higher impact activities that will be investigated and implemented.

We have semi-implemented work-based experience and transition classroom-based work exploration (3.5). These activities have proven beneficial now that we have the logistics in place, but we recognize the need to expand and enhance offerings to all students. Through increased collaboration with IVROP, we hope to be able to place more students in these opportunities and will look to employ the services of both our Career Specialists and CTE Coordinator in these efforts as well. We are still struggling with reporting any of these activities to CAL-PADS as we are working on a tracking mechanism and data entry process. This year, we have piloted a tracking system with one teacher and we will implement these procedures with all teachers in 26-27 in order to see increased results on the next Dashboard.

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

For Metric 3.1, we will break up the survey question regarding feeling strongly supported from school and/or District team with regard to inclusion and accessibility into 2 questions to ensure that we get data specific to teach needs with regard to 1) English Learners and 2) Students with Disabilities in their classroom.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals	Learning Recovery Block Grant action. To increase and improve services for unduplicated pupils, particularly English Learners, low-income students, foster youth, and students with disabilities, the district will strengthen inclusive instructional practices and accessibility within general education settings. Through a partnership with WestEd, staff will participate in targeted professional development focused on evidence-based strategies for co-teaching, differentiated instruction, language acquisition support, and classroom accessibility to better meet the academic and social-emotional needs of unduplicated students. In addition, instructional staff and administrators will engage in site visits to schools demonstrating successful inclusive practices in order to replicate effective models that increase student participation in the least restrictive environment. These actions are principally directed toward improving outcomes for unduplicated student groups by increasing access to rigorous	$962,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		core instruction, strengthening student engagement and belonging, and improving academic achievement and graduation outcomes through more equitable and supportive classroom environments. Maintain 2 additional Instructional Coaches who will support teachers with inclusion efforts, accessibility strategies, coteaching, improved use of data, etc. Implement math and English coteaching classes and support salaries and training. Investigate other departments for implementation of coteaching for improved accessibility and support of students. Possibility of hiring additional staff (or paying overloads) for coteaching opportunities to ensure accessibility for all students to core content and to facilitate improved instruction for students who are struggling, with particular emphasis on ELs and SWD. Implement United PE for improved access to physical fitness with Gen Ed peers. Circle of Friends support will be provided for improved inclusion efforts as well as activities for collaboration between Gen Ed students and Students with Disabilities. Increase SPED staffing/case load managers, particularly in the Mod/Severe area for improved service for students. Align SPED and Gen Ed curriculum. Ensure collaborative Wednesday afternoon are effectively utilized. Purchase up to date supplemental materials for improved alignment and instruction. Provide accessibility tools training for all teachers and implementation of these supports in daily instruction. Increased training for teachers and administration in accessibility, inclusion, and accountability to ensure that support is in place and is appropriate for student/staff needs.		

Action #	Title	Description	Total Funds	Contributing
		The LRE principle advocates for educating students with disabilities alongside their non-disabled peers to the maximum extent appropriate. Studies have shown that students with disabilities who spend more time in general education settings tend to perform better academically. For instance, Cole et al. (2020) found that students with disabilities who spent at least 80% of their time in general education classrooms achieved significantly higher reading and math scores compared to those in more restrictive settings. Co-teaching has been associated with various academic benefits: enhanced academic performance, improved engagement, and positive student perceptions. Additionally, a report by the National Center on Educational Outcomes (NCEO) observed that states with higher percentages of students in more inclusive settings had higher participation rates in standardized assessments, suggesting increased access to rigorous academic content. This action is meant to support SHS English Learners who have achieved red level on the Dashboard for math achievement. This action is also meant to support CUHS' Students with Disabilities and SHS' English Learner student groups who have achieved red level on the Dashboard for ELA achievement. Additionally, this action supports CUHSD's Differentiated Assistance work. Metric Being used to monitor the action: Metric 3.1 LREBG Funds supporting this action: $550,000 over 3 years		
3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Learning Recovery Emergency Block Grant Action: Back to basics with training in language acquisition as well as effective strategies for learning and engagement of students with language deficits. Evaluate programs and curricula to address academic and language needs of students. Designated and Integrated services will be more fully developed and improved instructional materials for support classes for English Learners and Long Term English Learners (ELD, ALAS, SAIL) will be adopted, purchased, and implemented.	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Improved language support for both ELs and LTELs (curriculum, supplies, teacher training). Train teachers in program/curriculum components for improved language instruction. Intervention hourly pay for working with ELs in extended day opportunities. EL Advisory Strategic Tutoring (language) opportunities. Possible hire of additional Instructional Aides and/or tutors to provide additional assistance with both access to content and language needs. Research consistently demonstrates that implementing targeted language acquisition strategies and integrating English learner (EL) support within academic classes significantly enhances high school students' academic achievement, particularly in English Language Arts (ELA) and mathematics through integrated language and content instruction as well as sheltered instruction. Research indicates that ELs often face challenges in mathematics due to language barriers. However, when instruction emphasizes mathematical reasoning and justifying over mere vocabulary accuracy, ELs can achieve higher proficiency. This action supports CUHSD's Differentiated Assistance work. This action is also meant to support those student groups that have achieved red level on Dashboard for math and/or ELA achievement: CUHSD English Learners, SHS English Learners and Students With Disabilities, and CUHS Students With Disabilities. Metric Being used to monitor the action: Metric 3.2 LREBG Funds supporting this action: $100,000 over 3 years		
3.3	Dually Identified Student Support	Learning Recovery Emergency Block Grant Action: Reconfigure support classes for ELs and LTELs (ALAS, SAIL) to be stand alone classes (not connected to a TSA English class) to support additional	$28,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with language development and further development of the 4 domains. Address placement processes and develop a system for identifying dually identified students who can be successful in an English support class. Investigate and implement coteaching opportunities in both math and ELA/ELD to provide strategic access to designated language support. Time, subs, hourly pay for curriculum development of ELD and support classes. Supporting high school English learners (ELs) who also have Individualized Education Programs (IEPs) for learning disabilities requires a multifaceted approach that addresses both language acquisition and the specific learning challenges these students face, particularly in English Language Arts (ELA) and mathematics. Research and educational practices suggest several effective strategies: sheltered instruction, Orton-Gillingham Approach, visual aides and manipulatives, balanced and dynamic assessment, active student response, etc. This action supports CUHSD's Differentiated Assistance work. Metric Being used to monitor the action: Metric 3.3 LREBG Funds supporting this action: $25,000 over 3 years		
3.4	Targeted Support Services for English Learners	Provide a team of professionals dedicated to the needs of the English Learners. This team will support English Learners in ensuring they are being successful in classes by providing tutoring, guidance, and support with ELPAC. This team will also ensure the students are placed appropriately and will advocate on their behalf. Provide translation services for meetings to address language needs of students and their families in accessing information. This action supports CUHSD's Differentiated Assistance work.	$1,688,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Increased and Improved Transition Work-Based Experience and Transition Classroom-Based Work Exploration	Provide opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices). Seeking and obtaining Competitive Integrated Employment, develop applications, interview, create and update resumes, maintain a portfolio, use labor market information, and utilize social media responsibly to search and apply for employment opportunities. Offer formal and/or informal career assessment which help students identify post-school career interests, abilities and goals. Curriculum Integration of Work-Readiness Skills/Contextual Learning: Career curriculum integration: Common core college/career readiness instruction integrated with career development and work-readiness, including soft skills. Destination/Transportation Training: Training to use transportation resources, and support student independence (including use of public transportation and/or obtaining driver's license). Training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. May include benefits planning. Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services. Participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler’s permit, forklift operations permit) preparing them for competitive integrated employment (CIE). Assist students in obtaining subsidized/unsubsidized work, and on-the-job training experiences. Support and assistance either on or off the job.	$6,615.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of parents who access district website, use AERIES Parent Portal, and have access to translation LEA Wide Parent Survey - Parents as Educational Partners and Decision Makers - Percentages of parent satisfaction with regard to encouragement of sharing concerns with staff, return communications, welcoming environment, and part of decision making Local Performance Indicator Self-Reflection - Priority 3	2023-2024 70.5% of parents often or sometimes use the district website to access information. 81.2% of parents often or sometimes use the Aeries Portal to access student information. 78.5% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 82.6% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours. 88.6% of parents agreed or strongly agreed that the school	2024-2025 60.6% of parents often or sometimes use the district website to access information. 84.8% of parents often or sometimes use the Aeries Portal to access student information. 77.3% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 86.3% of parents agreed or strongly agreed that staff returns phone calls	2025-2026 80% of parents often or sometimes use the district website to access information. 89.3% of parents often or sometimes use the Aeries Portal to access student information. 85.3% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 86.3% of parents agreed or strongly agreed that staff returns phone calls	80% of parents often or sometimes use the district website to access information. 90% of parents often or sometimes use the Aeries Portal to access student information. 85% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 81.3% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours.	increase of 9.5% of parents who often or sometimes use the district website to access information. increase of 8.1% of parents who often or sometimes use the Aeries Portal to access student information. increase of 6.8% of parents surveyed who agree or strongly agree that they are encouraged to share concerns with staff. increase of 3.7% of parents who agree or strongly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provides a welcoming environment for each parent. 85.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff -3 *LEA's progress in creating welcoming environments for all families in the community -4 *LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 3 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using	and emails within 24 hours. 93.9% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 81.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff -3 *LEA's progress in creating welcoming environments for all families in the community -4 *LEA's progress in supporting staff to learn about each	and emails within 24 hours. 89.4% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 78.6% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff - 2 *LEA's progress in creating welcoming environments for all families in the community - 4 *LEA's progress in supporting staff to learn about each	95% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 95% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Local Performance Indicator Self-Reflection - Priority 3 - No score under Initial Implementation	agree that staff returns phone calls and emails within 24 hours. increase of 0.8% of parents who agree or strongly agree that the school provides a welcoming environment for each parent. decrease of 7.3% of parents who agree or strongly agree that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff - decrease of 1 *LEA's progress in creating welcoming environments for all families in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		language that is understandable and accessible to families - 4 *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - 2 *LEA's progress in providing families with information and resources to support student learning and development in the home - 3 * LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - 3 *LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students- 3 *LEA's progress in building the capacity of and supporting	family's strengths, cultures, languages, and goals for their children - 3 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families - 4 *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - 2 *LEA's progress in providing families with information and resources to support student learning and	family's strengths, cultures, languages, and goals for their children - 1 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families - 4 *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - 3 *LEA's progress in providing families with information and resources to support student learning and		community - maintained *LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - decrease of 2 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families - maintained *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels-maintained
4.2	School Climate - Suspension Rate for Foster Youth School Climate - Suspension Rate for Homeless students	Red, 22.2% of FY have been suspended at least 1 time in 22-23 Orange, 4.7% of homeless students have been suspended at least 1 time in 22-23	Suspension Rate for Foster Youth 23-24: 15% of FY have been suspended at least 1 time in 23-24 Suspension Rate for Homeless 23-24: 4.8% of homeless students have been suspended at least 1 time in 23-24	Suspension Rate for Foster Youth 24-25: 5.6% of FY have been suspended at least 1 time in 24-25 Suspension Rate for Homeless 24-25: 3.6% of homeless students have been suspended at least 1 time in 24-25	Yellow level for School Climate for FY - Less than 15% FY will be suspended every year Green level for School Climate for FY - Less than 3% Homeless students will be suspended every year	Increase 2 colors, Decrease of 16.6% FY suspended at least 1 time Increase 2 colors, 1.1% decrease for Homeless students suspended at least 1 time
4.3	Number of people visiting and accessing the Family Resource Center - Sign in Sheets	Baseline to be set in 24-25	Families assisted through FRC (July 2024-April 2025) - 194	Families assisted through FRC (July 2025-April 2026) - 414	400 families accessing services through the FRC as evidenced by logs	Increase in number of families accessing the FRC by 220
4.4	CHKS Social and Emotional Health Survey Results	CHKS Spring 2024: 33% of 9th graders, 32% of 11th graders, and 34% of nontraditional students	CHKS Spring 2025: 25% of 9th graders, 31% of 11th graders, and	CHKS Spring 2026: 28% of 9th graders, 27% of 11th graders, and	23% of 9th graders, 22% of 11th graders, and 24% of nontraditional students report	5% decrease of 9th graders, 5% decrease of 11th graders, and 4% increase of nontraditional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Suspension Rate Percentages (Dashboard) Expulsion Rate (Ed-Data)	report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 42% of 9th graders, 40% of 11th graders, and 33% of nontraditional students Suspension Rates 2023: CUHSD Foster Youth - 22.2% (Increased 5.6%) CUHSD ELs - 7.2% (increased 2.5%) CUHSD Hispanic - 4% (Increased 1.1%) CUHSD Homeless - 6.3% (Increased 2.8%) CUHSD SED - 4.7% (Increased 1.2%) SHS ELs - 9.2% (Increased 4.4%) SHS SWD - 10.2% (Increased 1.9%) DOHS All Students - 13% (Increased 4.9%) DOHS SED - 13.8% (Increased 5.4%) DOHS Hispanic - 12.2% (Increased 5%) Expulsion Rate 22-23: 0%	33% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 52% of 9th graders, 49% of 11th graders, and 43% of nontraditional students Suspension Rates 2024: CUHSD Foster Youth - 15% (Declined 7.2%) CUHSD ELs - 7.2% (maintained 0%) CUHSD Hispanic - 3.7% (Maintained -0.3%) CUHSD Homeless - 4.8% (Declined 1.6%) CUHSD SED - 4.4% (Maintained -0.3%)	38% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 50% of 9th graders, 48% of 11th graders, and 49% of nontraditional students Suspension Rates 2025: CUHSD Foster Youth - 5.6% (Declined 9.4%) CUHSD ELs - 4.5% (declined 2.6%) CUHSD Hispanic - 2.5% (declined 1.2%%) CUHSD Homeless - 3.6% (Declined 1.2%) CUHSD SED - 3% (Declined 1.4%) SHS ELs - 5.2% (Declined 3.7%)	chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 52% of 9th graders, 50% of 11th graders, and 43% of nontraditional students Suspension Rates: CUHSD Foster Youth - less than 16% CUHSD ELs - less than 4% CUHSD Hispanic - less than 2% CUHSD Homeless - less than 4% CUHSD SED - less than 4% SHS ELs - less than 5% SHS SWD - less than 6% DOHS All Students - less than 8% DOHS SED - less than 8%	students reporting chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very satisfied" - 8% increase of 9th graders, 8% increase of 11th graders, and 16% increase of nontraditional students Suspension Rates: CUHSD Foster Youth -Declined 16.6% CUHSD ELs - Declined 2.7 % CUHSD Hispanic - Declined 1.5% CUHSD Homeless - Declined 2.7% CUHSD SED - Decline 1.7% SHS ELs - Declined 4% SHS SWD - Declined 5.7% DOHS All Students -Decreased 8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SHS ELs - 9% (Maintained -0.2%) SHS SWD - 8.5% (Declined 1.7%) DOHS All Students - 15% (Increased 2%) DOHS SED - 16.2% (Increased 2.4%) DOHS Hispanic - 15% (Increased 2.8%) Expulsion Rate 23-24: 0%	SHS SWD - 4.5% (Declined 4%) DOHS All Students - 4.5% (Declined 10.5%) DOHS SED - 4.8% (Declined 11.4%) DOHS Hispanic - 4.6% (Declined 10.4%) Expulsion Rate 24-25: 0% (one expulsion for violence with injury)	Maintain DOHS Hispanic - less than 8%	DOHS SED - Decreased 9% DOHS Hispanic - Decreased 7.6% Maintained expulsion rate of 0%
4.5	Chronic Absentee Rates (Dashboard) School Attendance Rates (P2 Data) High School Dropout Rates	CDE Dashboard Data for 22-23: Chronic Absenteeism Rate for the District 22-23 was 19.7% (CUHS-15.7%, SHS-19.4%, PRHS-38.9%, DOHS-47.6%, MSVA-65.9%) African American - 37.9% American Indian or Alaska Native - No data Asian - 0% Hispanic or Latino - 19.8% White - 13.4% Two or More Races - NO DATA	Ed-Data Chronic Absenteeism Rate for the District 23-24 was 16.8% (CUHS-13.2%, SHS-16.6%, PRHS-73.1%, DOHS-57.6%, MSVA-34.5%) African American - 18.5% American Indian or Alaska Native - No data Asian - 0% Hispanic or Latino - 17% White - 12.7% Two or More Races - NO DATA	Ed-Data Chronic Absenteeism Rate for the District 24-25 was 17.2% (CUHS-11.3%, SHS-19.4%, PRHS-60%, DOHS-63.2%) African American - 17.2% American Indian or Alaska Native - No data Asian - 0.0% Hispanic or Latino - 17.3% White - 15.5% Two or More Races - NO DATA	CDE Dashboard Data: Chronic Absenteeism Rate for the District to be 10% or under every year No student group will exceed 15% chronic absentee rate in any given year P2 Attendance Rates: CUHS - 98% SHS - 98% DOHS - 98% PRHS - 98%	2024 CDE Dashboard Data: Chronic Absenteeism Rate decrease of 2.5% districtwide CUHS-decrease of 4.4%, SHS-maintained/no change, PRHS-increase of 21.1%, DOHS-increase of 15.6% African American - decrease of 20.7% American Indian or Alaska Native - No data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		P2 Attendance Rates 22-23: CUHS - 95.86% SHS - 95.34% DOHS - 102.5% PRHS - 94.71% MSVA - 102.35% 2023 CUHSD Cohort Dropouts: All Students - 7.7% ELs - 8.8% SED - 8.3% Homeless - 11.9% SWD - 8.7% Hispanic - 7.6%	P2 Attendance Rates 24-25 CUHS - 96% SHS - 94% DOHS - 93% PRHS - 80% MSVA - 94% 2024 CUHSD Cohort Dropouts (Ed-Data): All Students - 5% ELs - 7.1% SED - 5.2% Homeless - 11.3% SWD - 6.7% Hispanic - 4.9%	P2 Attendance Rates 25-26 CUHS - 96% SHS - 94% DOHS - 93% PRHS - 86% 2025 CUHSD Cohort Dropouts (CDE Dashboard; Ed-Reports not yet available): All Students - 2.6% ELs - 2.6% LTELs - % SED - 2.9% Homeless - 2.8% SWD - 2.4% Hispanic - 2.5%	MSVA - 98% Dropout Rate: No group will have above a 5% dropout rate.	Asian - maintained 0% Hispanic or Latino - decrease of 2.5% White - increase of 2.1% Two or More Races - NO DATA P2 Attendance Rates CUHS - 0.14% increase in attendance SHS - 1.34% decrease DOHS - 9.5% decrease PRHS - 8.71% decrease Dropout Rate: All Students - 5.1% decrease ELs - 6.2% decrease SED - 5.4% decrease Homeless - 9.1% decrease SWD - 6.3% decrease Hispanic - 5.1% decrease
4.6	Number of transportation routes	23-24 Current routes: 12 regular routes and 3	24-25 Current routes: 13 regular bus routes	25-26 Current routes: 13 regular bus routes	Maintain or add routes (no	Increased by 1 regular bus route and maintained 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student/parent feedback regarding transportation	SPED bus routes, 1 car transported student to SD and 2 car routes for MVP students Feedback sessions have included concerns with number of routes, crowdedness of buses, timing of outes to allow for students to not rush after school (and possibly miss the bus)	and 3 SPED bus routes, 2 van routes for MVP students Student Survey Data 24-25: 37.7% of students who completed the survey take the bus to and/or from school either always or sometimes. 5.2% of students surveyed stated that access to the transportation service you use (e.g., pickup/drop-off locations) is difficult or very difficult. 23.9% of students surveyed chose a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation	and 3 SPED bus routes, 2 van routes for MVP students Student Survey Data 25-26: 22.5% of students who completed the survey take the bus to and/or from school either always or sometimes. 3.7% of students surveyed stated that access to the transportation service you use (e.g., pickup/drop-off locations) is difficult or very difficult. 20.8% of students surveyed chose a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation	decreases) in any year No concerns regarding transportation will occur during LCAP Feedback Sessions	SPED bus routes, maintained car/van routes for MVP students Student Survey Data: 15.5% decrease in number of students who completed the survey that take the bus to and/or from school either always or sometimes. Student Survey Data: 1.5% decrease of students surveyed stated that access to the transportation service you use (e.g., pickup/drop-off locations) is difficult or very difficult. 3.1% decrease of students surveyed choosing a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services to school?" 21.8% of parents surveyed chose a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation services to school?"	services to school?" 9.2% of parents surveyed chose a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation services to school?"		regard to "How satisfied are you with the overall quality of our bus transportation services to school?" 12.6% decrease of parents surveyed choosing a 4 or 5 score (with 4 being dissatisfied and 5 being very dissatisfied) with regard to "How satisfied are you with the overall quality of our bus transportation services to school?"
4.7	Number of Sports available for students Pecentage of students below a 2.0 GPA for eligibility purposes	23-24 Sports Available for students to participate in: 18 208 students districtwide have a GPA below 2.0 GPA (5.1%)	24-25 Sports Available for students to participate in: 18 593 students districtwide have a GPA below 2.0 GPA (14.7%)	25-26 Sports Available for students to participate in: 18 794 students districtwide have a GPA below 2.0 for Fall 2025 (18.9%)	No decrease in the 18 sports offered Less than 5% of students below 2.0 GPA in any year	Target Met - no decrease in number of sports 13.8% increase of students below a 2.0 GPA
4.8	Locally Created Parent Survey - Parents are welcome and have access to student information in a	23-24 91.3% of parents agreed that the school provides a translator when needed.	24-25 93.1% of parents agreed that the school provides a translator when needed.	25-26 94.7% of parents agreed that the school provides a translator when needed.	100% of parents agreed that the school provides a translator when needed.	3.4% increase in parents agreeing that the school provides a translator when needed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	language they understand.	90.4% of parents stated they strongly agree or agree that "The school provides a welcoming environment for each parent."	93.1% of parents stated they strongly agree or agree that "The school provides a welcoming environment for each parent."	89.5% of parents stated they strongly agree or agree that "The school provides a welcoming environment for each parent."	No less than 95% of parents share that they strongly agree or agree that "The school provides a welcoming environment for each parent."	0.9% decrease in number of parents stating they strongly agree or agree that "The school provides a welcoming environment for each parent."
4.9	Locally created Student Survey regarding both use of health services and quality of services rendered	23-24 Survey to be created to be administered in April 2025	24-25 61.2% of students surveyed stated they had gone to see the Health Assistant/Nurse at school this year. 63.6% of those students who stated they saw a health tech/nurse stated that service received was good or great.	25-26 55.1% of students surveyed stated they had gone to see the Health Assistant/Nurse at school this year. 48.8% of those students who stated they saw a health tech/nurse stated that service received was good or great.	85% of students who received health services on campus will respond with good or great service	6.1% less students surveyed stated they had gone to see the Health Assistant/Nurse at school this year. 14.8% less students stated they saw a health tech/nurse and that service received was good or great.
4.10	CHKS Survey regarding school "is usually clean and tidy" (Facilities and Physical Environment)	23-24 Between 20-25% of students disagree or strongly disagree on the quality of the physical environment items on CHKS. Almost one-third of our schools serving 11th graders were categorized as having low quality physical environments based on	24-25 Between 20-25% of students disagree or strongly disagree on the quality of the physical environment items on CHKS. Almost one-third of our schools serving 11th graders were	25-26 Between 6-14% of students disagree or strongly disagree on the quality of the physical environment items on CHKS. Qualitative feedback from	Less than 20% of students will respond disagree or strongly disagree to the survey question regarding cleanliness of the physical environment	There has been an 11-14% (span) increase in the quality of the physical environment items on CHKS. Qualitative feedback from both student and parents feedback

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

Goal Analysis [2025-26]

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

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

CUHSD has fully implemented actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.9. Successes include increased parent meetings (Financial Aid seminars and application assistance for parents, Jump Start meetings for parents including incoming 9th grade parents,etc.) as well as celebrations. We are also seeing an upward trend in use of Parent Portal, continued employment of PIO for sharing of district happenings, increased services for homeless and Foster Youth students through the employment of an FRC Coordinator (Foster Youth data is increasing in many areas as relationships with current staff is increased and reliable), facilitation of services both in and outside the campus through established relationships and program collaboration for Foster Youth and homeless students and families, increased student recognition for positive behaviors and attendance, transition activities for incoming 9th graders, the hiring of a bus driver trainer to support our ever evolving transportation needs, and addressing of student helath needs on campus.

We have partially implemented action 4.8. We recognize that we still need to do more in the parent engagement area on all of our campuses (4.8). We need to find ways to reach more parents and partner in this work together. Some of this work is hosted by the sites utilizing Title I dollars as well, but as a District, we have room for growth.

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

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

We were overspent/underbudgeted in action 4.1 by about $45,000; we still have not purchased digital signage for schools to enhance communication of activities and happenings on campus. We have spent about two-thirds of the dollars allotted to targeted homeless and Foster Youth services (4.2); the FRC Coordinator had a family emergency that led to her absence for a portion of the year. Family Resource staffing (4.3) was slightly underspent as a change in personnel came in lower than the previous employee. Action 4.4 was overspent/underbudgeted; additional student incentives were purchased and will be added for 26-27 to include ELPAC and NWEA progress. All dollars allotted for 4.5 (improved attendance) were a little underspent. We slightly underbudgeted for transportation costs (4.6) as overtime is hard to plan for and some personnel changes were made that impacted the final number. We spent little of the money allotted to parent engagement (4.8) as Title I at the site level took care of many of these opportunities. We underbudgeted slightly for health services (4.9) by about $9,000. We underspent in campus beautification (4.10) simply because we did not have the time to invest; other actions took priority.

Activity 4.7 was not allotted a budget for 25-26;however, some money was spent in this area, and there will be a need to contribute for 26-27.

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

There has been mixed results of effectiveness with our Educational Parnter Communication and Engagement. While we still have work to do in our partner communication and engagement (4.1), there has been an increase in the parents' feedback regarding the use of our website. Self-reportedly, 80% of our parents are going to the website for information. We updated our website through another vendor and have worked to ensure that the website is more user friendly and more regularly updated with current information and announcements. More parents are utilizing the Parent Portal for communication purposes. However, we have seen a slight decrease in the percentage of parents who find our campuses to be welcoming.

Targeted homeless and Foster Youth services (4.2) has been effective as we are seeing decreased suspension rates for Foster Youth districtwide as well as with our Socio-seconomically disadvantaged students districtwide.

Family Resource Staffing (4.3) has been effective as a large number students and families (414) have been served in our Family Resource Center, and statistics for these groups are improving in most data points.

Improvements are being made in the world of positive, safe, inclusive student culture (4.4) as all measured groups at all schools have decreased in suspension rates. CHKS shows more students are describing their school experience as satisfied or very satisfied and fewer students are reporting chronic sadness or hopeless feelings demonstrating its effectiveness in implementation.

There is mixed effectiveness in our attendance rates. Attendance rates (4.5) at some schools are still an area of concern. While Central's rates have slightly increased, Southwest has seen a slight decrease; Desert Oasis, and Phoenix Rising continue to see decreases in attendance rates.

While little qualitative data was shared in feedback sessions with regard to transportation (4.6), survey results show that 3.7% of students surveyed stated that access to the transportation service they use (e.g., pickup/drop-off locations) is difficult or very difficult; that's a 1.5% decrease in reporting of diffculty. So, this action seems effective for most, and we will need to try to figure out what is not working well for this small percentage.

Extra-curricular opportunities (4.7) was not meant to be implemented this school year as no dollars were originally allotted to be spent. There was a need to readjust mid-year to take care of some needs and ensure that our unduplicated populations had the access that they needed, specifically for Academic Decathlon competition. It has demonstrated mixed effectiveness in that we have been able to support and maintain all of our opportunities and have not needed to decrease services; however, we have experienced an increase in the percentage of students who are not meeting the 2.0 GPA.

Increase in availability of a translator for parent engagement (4.8) has increasing percentages and is being effective.

Health services rendered (4.9) has some areas for concern with only 48.8% of students who have accessed health services on campus to find the services good or great; this is a decrease of 14.8%. This service is effective in that we have a way to address student health needs on campus, but we need to increase the quality of services. Further reserach is required to determine what adjustments need to be made.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Improved Educational Partner Communication and Engagement	Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators. Evaluate, refine, and continue campaign to promote open communication among all educational partners. Continue use of Parent Square and parent/student portals through AERIES to improve school to home communication. Purchase Virtual Phone system from Parent Square to assist with access to technology for improved use of and teacher tracking of phone calls. Train staff and parents / guardians more fully in the use of the Portal and Parent Square. Ensure parent informational meetings (both at the site and District levels) are held at a variety of times and through multiple means (virtual / nonvirtual) and addressing multiple topics of interest/need to meet needs of partners. Pay staff hourly pay for holding meetings and sharing information (including LCAP Advisory and input meetings). Purchase digital signage for all school sites for improved communication of programs, meetings, and services with the community and our families.	$667,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Improve website upkeep for informational purchases. Employ staff to dedicate time to ensuring that the website is up to date and current information is easy to find. Purchase Smart Sites through Parent Square to get updated website information to push to social media (and mainstream our communication efforts digitally). Continue employment of Public Information Officer for improved communication amongst all educational partners with services being provided through various means (verbal, written, digital) to ensure that everyone is well informed, digital communications are updated and accurate, and overall communication is improved, addressed immediately, and clear/transparent in nature. Maintain staffing of 3 district Community Liaisons and Attendance/Outreach Specialists to better communicate with parents and families regarding importance of attendance on academic achievements and determining root causes of student issues to intervene and determine supports. Increase advertisement of Adult Education opportunities for parents to educate parents in skills necessary for meeting their educational, work, and life goals, and to ultimately be contributing, productive members of our local economy and communities and improve their impact on their students and families educationally. Initiate an Adult Ed campaign for parents our current students to learn new skills, attain certification/diplomas, etc.		
4.2	Targeted Homeless and Foster Youth Services	Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students. Offer supplemental counseling services provided by Counselors on Special Assignment (COSAs) and FY Liaision designed to specifically address the unique needs of Foster Youth (2 SSTs per year with frequent check-ins). Provide opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and post-secondary campus tours (such as IVC, SDSU, etc.).	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide targeted Homeless student and family services through the district's FRC and McKinney-Vento Liaison (basic need supplies, funding for student activities, etc.). Purchase supplies necessary for the functioning of the FRC in meeting the multiple demands of student basic needs so that students are able to function academically at school and increase engagement and achievement in classes. This action is meant to support Foster Youth who have achieved red level on the Dashboard for suspension rate at the District level.		
4.3	Family Resource Center Staffing	Coordinate all services for special populations including Foster Youth and Homeless youth through the hiring of an FRC Coordinator to ensure services are being provided, documentation is up to date, training is being implemented and tracking of student progress both academically and socially emotionally is occurring. Provide various services to assist with basic needs, housing, social emotional health, behavioral health, and drug and alcohol counseling. Hire clerical assistance (0.5 FTE) for FRC reception and assistance (to be split with CTE clerical assistance) to ensure coverage of office in the absence of the FRC Coordinator.	$202,451.00	Yes
4.4	Promotion of positive, safe, inclusive student culture	Publicly recognize student achievements through on campus displays, assemblies, incentives, and award celebrations. Increase celebrations on campus for student achievement. Incentivize positive behavior of both students and staff. Build positive culture through celebrations, recognitions, etc. Provide student incentives for CAASPP proficiency, ELPAC improvement, NWEA growth achievements. Provide staff incentives for staff incentives as a strategic investment in improving school culture, increasing staff morale and engagement, and strengthening positive staff-to-student relationships that directly support student connectedness, attendance, and academic achievement. By recognizing and reinforcing practices that create a supportive and inclusive	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning environment, particularly for unduplicated and historically underserved student groups, this expenditure aligns with LCAP goals focused on improving student outcomes and promoting equitable access to success. Provide on campus informational posters regarding important student topics (e.g. elective offerings, expanded math/science offerings, CTE pathways, grad/a-g requirements, etc.). Promote student mental and social emotional health through clubs, meetings, and assemblies. Promote social-emotional well-being through activities, lessons, and crisis intervention. Provide opportunities for student leadership groups to plan and carry out activities/services for students based on the needs of their school/organization in order to improve culture, social-emotional wellbeing, and belonging on campus. Include student voice projects. Provide resources for activities to support incoming freshmen and other new students with their transition to high school. Support Link Crew. Pre-school tours, meetings, activities for students and families to familiarize themselves with the campus and staff. Support Positive Behavior Intervention and Support (PBIS) program. Continue to Implement additional Positive Behavior Intervention and Support strategies and programs including collaboration between all sites and training for new staff and we also begin to move toward a Multi-tiered system of support that includes PBIS as one of the systems (Training for staff, Materials and supplies to implement the program, Coordinated meetings between sites, Incentives for improved student behavior). Furnish calming room with supplies needed for students in need of a mental break. Investigate staffing of this room for supervision and/or counseling opportunities. Fund administration coach for assisting in building leadership capacity to create and sustain a positive school culture, which is a critical condition for improved student outcomes. By providing administrators with targeted coaching in areas such as instructional leadership, relationship-building,		

Action #	Title	Description	Total Funds	Contributing
		restorative practices, staff development, and data-driven decision-making, the district strengthens schoolwide systems that improve staff morale, consistency of expectations, and adult-student relationships. Stronger campus culture leads to increased student engagement, improved attendance, reduced behavioral concerns, and a more supportive learning environment, all of which contribute to higher academic achievement and progress toward LCAP goals, particularly for unduplicated pupil groups. This action is meant to support those student groups that have achieved red level on the Dashboard for School Climate - Suspension Rate: Foster Youth at the District level, SHS English Learners and and Students with Disabilities, Desert Oasis All/SED/Hispanic groups.		
4.5	Promote Improved Attendance and Engagement on Campus	Improve school climate and attendance for unduplicated pupils by promoting schoolwide engaging activities, including senior activities. Utilize the absence / tardy monitoring system included in the Aeries-Parent Square system. Conduct an Attendance Campaign and Improvement program. Improve parent communication to decrease absenteeism of unduplicated pupils and improve conditions for learning for optimal engagement. Investigate and implement improvement strategies regarding tardies. Provide Student and Staff Incentives for good/improved attendance.	$117,841.00	Yes
4.6	Transportation Services	Support daily attendance at school to address the impact of lost instructional time due to COVID. Maintain and investigate opportunities to increase transportation services to continue to support student curricular and extracurricular programs and provide additional transportation services to support the attendance and participation of our unduplicated pupils and relieve the burden of some of our parents who do not have reliable transportation to and from school and who live in designated areas outside of and on the outskirts of El Centro.	$235,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Investigate opportunities for increased driving positions and, therefore, more routes to alleviate crowded buses and expand routes. Fund licensing costs to increase number of potential drivers; allocate resources to address the bus driver shortage. Investigate opportunities and make adjustments to route times after school to allow for student restroom break and/or ability to stop into classrooms to see teachers for materials and/or other academic/physical need. Investigate ability to help students participating in extracurricular activities to get home safely after practice, games, competitions. Maintain increased bus services in order to improve attendance of unduplicated students residing in designated district areas of attendance currently not served. Retention of current bus driving positions in order to accommodate/maintain added routes and mitigate learning loss. Hire Bus Driver Trainer to ensure that we have a pool of trained drivers for covering all routes and expanding if and when necessary/opportune and also to ensure that proper training for electrical buses/vehicles for drivers and other such trainings occur consistently, frequently, and appropriately. Upkeep of buses and other fleet vehicles to ensure students are transported in vehicles that have all updated, appropriate safety features. Payoff vans from program transfer to ensure that Moderate/Severe students have reliable, safe transportation to and from school and to workability and life skills experiences. Continue to provide for infastructure for Electric Vehicles/Transportation Systems for seamless, emissionless transportation for unduplicated pupils. Provide possible transportation opportunities for Saturday School to mitigate learning loss.		

Action #	Title	Description	Total Funds	Contributing
4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Provide opportunities for students to strengthen school connectedness and pride through the engagement of intramural/extra-curricular/athletic opportunities. Hire staff to maintain SHS Aquatic Center. Provide staffing for extracurricular/athletic programs as well as training opportunities (including inclusion and safety training) to improve our interaction with students and provision of safety procedures, including Athletic Directors for organizing, scheduling, etc. Ensure no layoffs of staff to maintain current offerings and increases in athletic opportunities. Sustain sports programming so more students can participate to improve mental health/social-emotional outcomes and to provide intervention opportunities for increased academic achievement, specifically for unduplicated pupils for who these opportunities have been minimal (GPA and attendance determines student ability to participate). Increase safety in our extracurricular/athletic opportunities through staffing and materials/supplies.	$115,000.00	Yes
4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	Implement incentives to increase parent participation and ensure all families feel welcomed and included, as well as engage in activities and/or training (e.g. lanyards, pens, food). Increase parent workshops (in frequency, number of topics). Include topics like processes and things to know for those new to American schools, new to high school, etc. Investigate adding a Parent Engagement Center with staffing on a couple of campuses in the District.	$3,000.00	Yes
4.9	Supplemental Health Services for Low Income Pupils	Continue site-based approach to health care services offered on campus. Continue to employ District Nurse and 2 Health Technicians.	$393,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide supplemental services and supplies including eye glasses, medical supplies, and hygiene kits for students who are in-need due to income.		
4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Add murals and/or other aesthetic elements around campus to beautify the area and make school a place to be comfortable and feel pride. Investigate the allowance of buildings/rooms to be supervised and used for cooling centers on hot days, especially for unduplicated students for times of the day when access to a place to complete work and/or collaborate with teachers or peers would be advantageous for increased academic success. Upkeep of outdoor learning spaces (connectivity, seating, etc.).	$30,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of Teacher Misassignments and Vacancies (Local Indicator Report) Percent of teachers who are fully credentialed in the subject areas for the pupils they are teaching	22-23 0 misassignments 83.7% of teachers are fully credentialed in the subject areas for the pupils they are teaching	23-24 2 misassignments 84.2% of teachers are fully credentialed in the subject areas for the pupils they are teaching	24-25 1 misassignment 98.5% of teachers are fully credentialed in the subject areas for the pupils they are teaching	0 misassignments 90% of teachers are fully credentialed in the subject areas for the pupils they are teaching	Increase of 1 misassignment Increase of 14.8% of teachers who are fully credentialed in the subject areas for the pupils they are teaching
5.2	Number of referrals involving drugs and/or paraphernalia	23-24 Districtwide Data on Discipline Dashboard in AERIES: Under the Influence - 71 referrals Tobacco/Nicotine - 59 referrals Drug/Alcohol - 38 referrals	24-25 Districtwide Data on Discipline Dashboard in AERIES: Under the Influence - 75 referrals Tobacco/Nicotine - 56 referrals	25-26 Districtwide Data on Discipline Dashboard in AERIES: Under the Influence - 54 referrals Tobacco/Nicotine - 34 referrals	Decrease referrals in this area by at least 25 every year: 24-25: 180 or less 25-26: 160 or less 26-27: 140 or less	Districtwide Data on Discipline Dashboard in AERIES: Under the Influence -17 referral decrease Tobacco/Nicotine - 25 referral decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Drug paraphernalia - 13 referrals Total - 181 referrals involving drugs, alcohol, tobacco, and paraphernalia	Drug/Alcohol - 56 referrals Drug paraphernalia - 8 referrals Total - 195 referrals involving drugs, alcohol, tobacco, and paraphernalia	Drug/Alcohol - 44 referrals Drug paraphernalia - 2 referrals Total - 134 referrals involving drugs, alcohol, tobacco, and paraphernalia		Drug/Alcohol - 6 referral increase Drug paraphernalia - 11 referral decrease Total - 47 referral decrease Met the 25-26 goal for this area (under 160 referrals)
5.3	CHKS: % Perceived Safety at School (Very Safe or Safe) School Facilities are maintained in good repair as reported on the FIT: Overall percentage Rating and School Rating	2023-2024 9th Grade - 65% and 11th Grade - 67% (Traditional) Nontraditional students - 61% FIT 23-24: CUHS - 90.34%, Good School Rating SHS - 86.8%, Fair DOHS - 94%, Good PRHS - 98%, Good	2024-2025 67% of 9th graders and 66% of 11th Grade (Traditional) Nontraditional students - 69% FIT 24-25: CUHS - 85.41%, Fair SHS - 94%, Fair DOHS - 88.38%, Fair PRHS - 96.25%, Good	2025-2026 67% of 9th graders and 73% of 11th Grade (Traditional) Nontraditional students - 70% FIT 25-26: CUHS - 93.01%, Good SHS - 96.07%, Good DOHS - 97.92%, Good PRHS - 96.25%, Good	9th Grade - 75% and 11th Grade - 67% (Traditional) Nontraditional students - 71% CUHS - 95% Average of 8 Categories, Maintain Good Rating SHS - 95%, Maintain Good Rating DOHS - 95%, Maintain Good Rating PRHS - 100%, Maintain Good Rating	9th Grade - 2% increase and 11th Grade - 6% increase in perceived safety at Traditional sites. Nontraditional students - 9% increase in perceived safety 25-26 FIT: CUHS - 2.67%, improved from fair to good SHS - 9.27% increase in FIT average, improved from fair to good DOHS - 3.92% increase in FIT average,improved from fair to good PRHS - 1.75% decrease in average,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Maintained Good Rating
5.4	Participation Numbers Survey regarding effectiveness of ARC after school program services CHKS Survey Results (Other Health Risks)	23-24 Student Survey, 297 students (28.5%) shared that they have participated in ARC this year. Of the parents surveyed, 23% said their student had participated in ARC this year. ARC reports that the average daily attendance numbers (year to date) are Desert Oasis - 82 students, Southwest - 137 students, and Central - 118 students. Students who identified that they have gang involvement - 2% of 9th graders, 1% of 11th graders, and 5% of nontraditional students	24-25 Student Survey, 227 students (32.7%) shared that they have participated in ARC this year. Of the parents surveyed, 21.8% said their student had participated in ARC this year. ARC reports that the average daily attendance numbers (year to date) are Desert Oasis - 85 students, Southwest - 124 students, and Central - 179 students. Students who identified that they have gang involvement - 3% of 9th graders, 2% of 11th graders, and 10% of nontraditional students	25-26 Student Survey, 246 students (21%) shared that they have participated in ARC this year. Of the parents surveyed, 12% said their student had participated in ARC this year. ARC reports that the average daily attendance numbers (year to date) are Desert Oasis - 51 students, Southwest - 91 students, and Central - 85 students. Students who identified that they have gang involvement - 3% of 9th graders, 1% of 11th graders, and 7% of nontraditional students	Student Survey, 35% student participation. Average daily attendance numbers - at least 10% of each school's population Eliminate gang involvement on campus through options available at school	According to the Student Survey, there has been a 7.5% decrease in student reported participation in ARC. Average daily attendance numbers based on parent survey - 11% decrease in parents sharing that their child participated There has been a decrease in attendance in Arc activities across all school sites. Central's participation numbers have decreased by 33 students, Southwest has decreased by 46 students, and Desert Oasis has decreased by 31 students. Only 4.27% of Central's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						population, 4.94% of Southwest's population, 40.47% of Desert Oasis' population attends on a daily basis. And, Desert's students attend during lunch, not after school. Students who identified that they have gang involvement - 1% increase in 9th graders, 0% increase in 11th graders, and 2% increase of nontraditional students have identified that they have gang involvement

Goal Analysis [2025-26]

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

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

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

We have partially implemented action 5.2. Drug intervention services are taking place on most of our campuses, and the suspension rates at all of our schools has decreased which is a sign that our actions are having a positive impact on the behaviors at school. We recognize the need to continue to educate students on all of our campus' and intervene proactively and appropriately. The challenge continues to include the availability and utilization of available staff for additional activities.

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.

None of the budgeted funding for qualified teachers (5.1) was expended as a different resource needed to be spent before June 30 (Educator Effectiveness). Most behavior intervention dollars (5.2) were not expended as we overbudgeted for what was needed and had other funding sources to use for some of these activities; $7200 went unspent. Much of the campus well being (5.3) dollars were spent; however, about $900,000 went unspent; some projects in this area were not able to get started. Arc after school program (5.4) was fully funded but out of a different funding source (LREBG). If an additional security guard is needed for summer school, these available dollars could be used to fund the expense.

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

Action 5.1 was effective in that only 1 teacher was misassigned in the 25-26 school year and am increase in the percentage of fully credentialed teachers has increased. Action 5.2 has mixed effectiveness in that total number of referrals in most areas has decreased with the exception of of drug/alcohol. Action 5.3 was effective as all schools met the target on the FIT for facilities in good repair. Scores on the California Healthy Kids Survey have also shown mixed improvement in perceived safety at school particularly in the area of 11th graders and nontraditional students (those at the alternative site). Arc after school program (5.4) has mixed results as far as effectiveness goes; students attending report that it is helping them, but attendance has decreased across sites. Gang activity as measured by the CKHS self reported information continues to incrementally increase across our campuses.

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.

Arc after school activities will continue to be held; however, the frequency of these available activities will decrease. We are working with Arc administration to determine exactly what this will look like for 26-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Qualified Teachers	Fill new openings with staff fully certified in their subject areas to best meet the needs of unduplicated pupils.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Employ advertising and recruiting practices that attract highly qualified applicants. Fly positions in non-traditional places and ways to try to attract a diverse pool of applicants. Attend career fairs to find diverse, qualified applicants. Provide Induction Training and Support for new teachers (Budgeted in Goal 2) to ensure that teachers are trained in supporting all students, particularly unduplicated pupils, in inclusive and supportive ways (ELs, SWD, LGBTQ+, homeless, low income, etc.).		
5.2	Behavior Intervention	Drug Intervention and Education Services - Train and employ staff to offer Drug Intervention and Education Services for students who are found in possession of drugs, alcohol, tobacco, or vape, and/or are found to be under the influence. Hold sessions parent and student informational on Saturdays and/or after school; students would be required to complete the program as part of the intervention process. Parent sessions will also be offered on Saturdays (or other times) to better inform parents of dangers, supports, etc. Possible implementation of Student Alternative Placement options for students who need a behavior break / support period of time. This action is meant to support those student groups that have achieved red level on the Dashboard for School Climate - Suspension Rate: Foster Youth at the District level, SHS English Learners and and Students with Disabilities, Desert Oasis All/SED/Hispanic groups.	$7,500.00	Yes
5.3	Campus Well-Being	Learning Recovery Emergency Block Grant action. Provide a safe campus by providing staff to supervise on campus in common areas, assist in prevention and identification of trends in drug, alcohol and tobacco use, provide support, guidance and intervention for students who are experiencing behavioral difficulties that interfere with their learning, sense of belonging, and sense of safety.	$2,947,132.00	Yes

Action #	Title	Description	Total Funds	Contributing
		House a Student Services office dedicated to school safety, and schoolwide discipline policies and practices. Continue contract with City of El Centro to keep School Resource Officers on comprehensive campuses. Maintain security guard staffing at each comprehensive site with restrooms being an area of prioritized security. Maintain vape prevention/detector devices all on campuses in the restrooms. Provide technology to security guards for instant notification of detection of drugs in restrooms. Utilize Raptor system for visitor security and tracking. Partner with School Safety Solutions for assessment reports and safety improvements. Fiberoptic upgrades and cybersecurity upgrades, wiring, cameras, etc. for increased security. Increase cleanliness of restroom facilities for increased student utilization for basic human needs. Fix privacy walls in restrooms to ensure gaps and locks do not violate students' privacy and bring an increased sense of safety in the restrooms. Fix concrete in areas where safety is a concern. Continue to train staff in the A.S.S.I.S.T training for suicide prevention and trauma informed practices. Create and support group counseling/therapy sessions for students (i.e. grief sessions for students who have lost loved ones to suicide, COVID, or other deaths and/or. Continue contract with ICOE for School-Based Mental Health Specialists to assist students at all schools.		

Action #	Title	Description	Total Funds	Contributing
		Offer various safety training for staff (CPI Training for additional staff to ensure safety of both students and staff with regard to restraint when necessary, First Aid/CPR, Heat Illness training for staff and coaches, Narcan training, etc.). Continue utilization of the Catapult system for emergency situations and for anonymous reporting. Mental health supports such as counseling and peer supports have shown to improve emotional regulation and reduce feelings of isolation and foster resilience. Reserach also indicates that mental health supports improve emotional wellbeing, reduce bullying, and enhance academic outcomes. This action is meant to support those student groups that have achieved red level on the Dashboard for School Climate - Suspension Rate: Foster Youth at the District level, SHS English Learners and and Students with Disabilities, Desert Oasis All/SED/Hispanic groups. Metric Being used to monitor the action: Metric 5.3 LREBG Funds supporting this action: $614,445 over 3 years		
5.4	ARC Experience After School Program	Learning Recovery Emergency Block Grant action. Partner with Arc Experience to add a safe and inclusive place for students to go after school and during the summer; afford the opportunity to low income, homeless, and other unduplicated pupils to receive additional academic support and assistance with coursework as well as learning opportunities beyond academics. Provide snacks and security for student convenience and safety. High-quality after-school programs provide structured academic support, including tutoring, homework assistance, and enrichment activities. These programs have been linked to improved grades, higher test scores, and increased school attendance. Participation in after-school programs fosters social skills, emotional intelligence, and resilience. Students engage in group activities that promote teamwork, communication, and conflict	$365,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resolution. These experiences enhance self-esteem and provide a sense of belonging. Moreover, consistent involvement in such programs is associated with better emotional adjustment and relationships with peers and adults. Metric Being used to monitor the action: Metric 5.4 LREBG Funds supporting this action: $800,000 over 1-3 years depending on participation in the 25-26 school year		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Desert Oasis has a very high percentage of socioeconomically disadvantaged students (94.9%) and a high English Learner percentage (36.2%). These students have been unsuccessful at the comprehensive high school for one reason or another and have been transferred to DOHS for an opportunity to learn in a smaller environment (both the campus and the classroom) with additional adult support. At Desert Oasis, All Students, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, and Hispanic students groups have landed in the red (or very low) level on the Dashboard for School Climate as measured by the Academic Performance: ELA and math as well as Broad Course of Study as measured by the College and Career Indicator.

Stakeholder feedback from students, parents, and staff consistently emphasized the importance of continuing investments that support students' academic success, social-emotional well-being, school engagement, and college and career readiness. Stakeholders expressed strong support for maintaining the Counselor on Special Assignment position to coordinate student supports, monitor student progress, connect families with resources, and strengthen intervention systems. Students, parents, and staff also identified social-emotional learning, mental health services, and wraparound supports as critical components of a positive school environment. Feedback indicated that these services help students develop coping skills, build positive relationships, address barriers to learning, and remain connected to school.

Stakeholders further emphasized the need for targeted academic interventions, including tutoring, credit recovery opportunities, progress monitoring, and additional support services designed to help students meet graduation requirements and achieve academic success. Additionally, stakeholders supported continued funding for programs and services that promote regular attendance, increase student engagement in the classroom, improve behavior, and reduce suspensions. Participants noted the importance of proactive interventions, relationship-building efforts, and individualized support systems that help students feel connected to school and motivated to succeed. Finally, stakeholders highlighted the value of college and career readiness activities, including counseling services, career exploration, financial aid support, and postsecondary planning resources that prepare students for success after high school. Overall, feedback supported using Equity Multiplier funds to provide comprehensive services that address academic, behavioral, social-emotional, and postsecondary needs while improving outcomes for students with the greatest needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension Rate (Percentage) Chronic Absentee Rate (Percentage) - Ed Data Impacter Report Data (Progress Percentage)	2022-23 Suspension Rate Data : DOHS: All - 13% / 4.9% increase, SED - 13.8% / 5.4% increase, Hispanic - 12.2% / increase of 5% PRHS: All - 19%, SED - 20%, Hispanic - 15.8% MSVA - 0% MSVA 22-23 Chronic Absentee Rate (All - 65.9%, SED - 67%, Hispanic - 66.7%) DOHS 22-23 Chronic Absentee Rate (All - 47.6%, SED - 49%, Hispanic - 47.5%) PRHS 22-23 Chronic Absentee Rate - (All - 38.9%, SED - 41.2%, Hispanic - 31.3%)	2023-24 Suspension Rate Data : DOHS: All - 15% / 2% increase, SED - 16.2% / 2.4% increase, Hispanic - 15% / increase of 2.8%, LTEL - 19.5% / increase of 9.9% PRHS: All - 26.9% (7.9% increase), SED - 28% (increase of 8%), Hispanic - 26.9% (increase of 11.1%) MSVA - 0% MSVA 23-24 Chronic Absentee Rate (Hispanic - 32.1% - 33.8% decrease)	2024-25 Suspension Rate Data : DOHS: All - 4.5% / 10.5% decrease, SED - 4.8% / 11.4% decrease, Hispanic - 4.6% / decrease of 10.4%, LTEL - 6.1% / decrease of 13.5%, EL - 6.8% / decrease of 12.5%. PRHS: All - 20% (6.9% decrease) DOHS 24-25 Chronic Absentee Rate - Dataquest (All - 63.2%, Hispanic - 62.3%) PRHS 24-25 Chronic Absentee Rate -	Suspension Rate Data : DOHS - 8% (decrease in All, SED, Hispanic Percentages) PRHS - 10% for All, SED, Hispanic MSVA - 0% for All, SED, Hispanic MSVA Chronic Absentee Rate - (All - 50%, SED - 50%, Hispanic - 50%) DOHS Chronic Absentee Rate - (All - 35%, SED - 35%, Hispanic - 35%) PRHS Chronic Absentee Rate - (All - 30%, SED -	Suspension Rate Data : DOHS: All - 805% decrease, SED - 9% decrease, Hispanic - decrease of 7.6%, LTEL - decrease of 13.4% PRHS: All - 1% increase DOHS Chronic Absentee Rate (All - Increase of 15.6%, Hispanic - increase of 14.8%) PRHS Chronic Absentee Rate (All - 21.1% increase, Hispanic - increase of 28.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Impacter Baseline data will not be available until August 2024.	DOHS 23-24 Chronic Absentee Rate (Hispanic - 57.1% - increase of 9.6%) PRHS 23-24 Chronic Absentee Rate (Hispanic - 73.1% - increase of 41.8%) PRHS Impacter Potential Data: 13 of the 14 students enrolled have an Impacter score: 65% Competent, 28% Developing, 7% Foundational / 43 of the 46 students have progressed in their score DOHS Impacter Potential Data: 46 of the 123 students have an Impacter score: 6% Advanced, 62% Competent, 26% Developing, 6% Foundational / 43 of the 46 have shown progress	(All - 60%, Hispanic - 60%) PRHS Impacter Potential Data (Spring 2026): Twenty percent of students (5 of the 20 students enrolled) have an Impacter score: 60% of students (3 of 5) reached the Competent level or higher (500+). 20% of students (1 of 5) achieved Advanced scores (600). / Of the 4 students with longitudinal data (multiple months), 75% (3 students) showed a score increase from their initial reflection to their latest. DOHS Impacter Potential Data: 49 of the 127 students have an Impacter score: 7% Exemplary, 18% Advanced, 15% Competent,	30%, Hispanic - 30%) 95% of DOHS, PRHS, and MSVA students will receive an Impacter Potential Score, Student Progress reports for each class will show 75% progress through the Impacter program.	PRHS Impacter Potential Data: DOHS Impacter Potential Data: 5 of the 20 students enrolled have an Impacter score: 80% of students (4 of 5) reached the Competent level or higher (500+). 60% of students (3 of 5) achieved Advanced scores (600). / Purpose and self-control show the widest ranges across the cohort - signaling that these are the high-leverage areas for differentiated instruction and advisory focus.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			with their Impacter score Phoenix Rising High School shows scores ranging from 200 to 585. Desert Oasis High School shows scores ranging from 200 to 605. Both schools have achieved scores above 600, demonstrating high potential for student growth. Both schools demonstrate the ability to develop students to high levels of social-emotional competency (500+ scores)	8% Developing, 1% Foundational Competency Thresholds: Across both sites, 81.5% of all measured students (44 of 54) are operating at or above the Competent level (500+). Advanced Reasoning: Over half of the total student body measured (59%) is currently articulating their human skills at an Advanced level (600+), showcasing a high district-wide ceiling for perspective-taking, grit, and self-control. Consistency: The average score across the district has falls within the competent category (students demonstrate clear, consistent application of the		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				competency with situational awareness), with growt at the end of year falling at 606 on an 800 scale (+58 points from beginning of year) with the average student growing 2 bands within the school year.		
6.2	4 Year Adjusted Cohort Graduation Rate / Percentage (Ed-Data) Cohort Dropouts Percentage (Ed-Data)	2022-2023 4 Year Adjusted Cohort Graduation Rate Data - DOHS : All - 34.7%, SED - 33.3%, Hispanic - 34% MSVA : All - 9.8%, SED - 10.5%, Hispanic - 10% 2022-2023 Cohort Dropouts - DOHS : All - 6.1%, SED - 6.3%, Hispanic - 6.4%) MSVA : All - 63.4%, SED - 63.2%, Hispanic - 62.5%)	2023-2024 4 Year Adjusted Cohort Graduation Rate Data - DOHS : All - 77.1%, SED - 76.3%, Hispanic - 76.8% MSVA : All - 67.7%, SED - 66.7%, Hispanic - 67.7% CDE Dashboard 2023-2024 Graduation Rate Data - DOHS : All - 79.6%, SED - 79%, Hispanic - 79.4% MSVA : All - 67.7%, SED - 66.7%, Hispanic - 67.7%	2024-2025 4 Year Adjusted Cohort Graduation Rate Data - 81.9% (Dataquest) CDE Dashboard 2024-2025 Graduation Rate Data - DOHS : All - 84.2%, SED - 83.9%, Hispanic - 83.9% 2024-2025 Cohort Dropouts - (All - 6%, SED - 6.2%, Hispanic - 6.2%)	Graduation Rate Data - DOHS (All - 50%, SED - 50%, Hispanic - 50%) MSVA (All - 50%, SED - 50%, Hispanic - 50%) Cohort Dropouts - DOHS - (All - 4%, SED - 4%, Hispanic - 4%)	Graduation Rate Data - DOHS (All - 42.4% increase, SED - 43% increase, Hispanic - 42.8% increase) - Target Met MSVA (All - 57.9% increase, SED - 56.2% increase, Hispanic - 57.7% increase Cohort Dropouts - DOHS - All - 0.1% decrease, SED - 0.1% decrease, Hispanic - 0.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-2024 Cohort Dropouts - DOHS: All - 9.38% MSVA : All - 22.6%			
6.3	Reading Lexile Scores (Percentage) ELA/Math Skill Improvement	Baseline data to be determined after administration of NWEA Map Growth Assessment in August 2024	Fall 24 - 1021 Lexile Level (5th Grade) Winter 25 - 1033 Lexile Level (6th Grade) Spring 25- 1016 Lexile Level (6th Grade)	Desert Oasis Fall 25 - 931 Lexile Level (6th Grade) Spring 26 - 912 Lexile Level (5th-6th grade) ELA CAASPP Scores 24-25 All: 22.06% Met or Exceeded SED: 22.33% Met or Exceeded Math CAASPP Scores 24-25 All: 0% Met or Exceeded SED: 0% Met or Exceeded Hispanic: 0% Met or Exceeded	65% of students will make gains in lexile score ELA CAASPP Scores All: 27% Met or Exceeded SED: 27% Met or Exceeded Math CAASPP Scores All: 10% Met or Exceeded SED: 10% Met or Exceeded Hispanic: 10% Met or Exceeded	Desert Oasis Reading Lexile Fall 25 - 100 point decline Spring 26 - 104 point decline ELA and Math CAASPP Scores Baseline Set.
6.4	Suspension Rate / Percentage (Ed-Data)	2022-23 Suspension Rate Data : DOHS (All - 13%, SED - 13.8%, Hispanic - 12.2%) PRHS (All - 19%, SED - 20%, Hispanic - 15.8%) MSVA - 0%	2023-24 Suspension Rate Data : DOHS (All - 15%, SED - 16.2%, Hispanic - 15%)	2024-25 Suspension Rate Data (Dataquest): DOHS: All - 4.5% / 10.5% decrease, SED - 4.8% / 11.4% decrease, Hispanic - 4.6% /	Suspension Rate Data : DOHS - 8% (decrease in All, SED, Hispanic Percentages) PRHS - 10% for All, SED, Hispanic	Suspension Rate Data : DOHS (All - 8.5% decrease, SED - 9% decrease, Hispanic - 7.6% decrease)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			PRHS (All - 26.9%, SED - 28%, Hispanic - 11.1%) MSVA - 0%	decrease of 10.4%, LTEL - 6.1% / decrease of 13.5%, EL - 6.8% / decrease of 12.5%. PRHS: All - 20% (6.9% decrease)	MSVA - 0% for All, SED, Hispanic Dashboard will show a decrease (or maintain for MSVA) every year for All, SED, and Hispanic subgroups	PRHS (All - 1% increase)

Goal Analysis [2025-26]

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

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

DOHS fully implemented actions 6.1 and 6.3. A success for DOHS was the implementation of the Impacter program and the establishment of Impacter leaders much like Link Crew at the comprehensive sites. T

DOHS fully implemented action 6.2. Success in this area was the hiring of another full time counselor at DOHS. Challenges continue to be the discipline needs of students at DOHS that need to be addressed while adhering to staff contracts.

DOHS partially implemented action 6.4. Success included the support of CTE programs on campus. Challenges were the time needed to both seek and establish mentors for students. Finding mentors for DOHS students moving forward will be something we either work with IVROP on or assign to counselors.

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

Actions 6.1 and 6.2 were overbudgeted; we underspent by about $12000 on action 6.1 (SEL programs) and $97200 on action 6.2 (additional counselors). We underbudgeted on action 6.3 as we overspent about $53000 (academic support). Action 6.4 (community partnerships) did not get spent; this is an area that we really need to put some time and energy into.

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

Action 6.1 has shown mixed effectiveness. Despite the implementation of Impacter, chronic absentee rates continue to increase at DOHS. However, most students at DOHS who have an Impacter score have shown progress in their Impacter score (SEL score).

Action 6.2 has demonstrated to be effective as graduation rates have increased and decreases have occurred at DOHS in the number of dropouts.

There has been a stagnancy in lexile level (6.3 - academic support) at DOHS where student averages have stayed around the 6th grade level. This suggests that we may need to investigate some reading improvement efforts and skill mastery/development in the area of reading.

Action 6.4 has mixed effectiveness as we have not fully implemented; however, we are seeing gains in the completion of CTE pathways and in exposure to workplace experiences through these CTE pathways.

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.

Metric added for 6.3 to include Math and ELA CAASPP scores. Community Partnerships also now includes expansion and/or enhancement of CTE pathways/programs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Offer social-emotional learning (SEL) programs and workshops	Purchase Impacter program and support staff in its implementation. Continue SEL Coordinator position (0.2 FTE). Involve students in Mental Health Campaigns and support these campaigns with supplies and other resources.	$53,000.00	No
6.2	Maintain additional counselor specializing in alternative education	Hire an additional counselor at DOHS/PRHS to support interventions on site (including but not limited to Saturday Academies, after school interventions, etc.). Utilize counselor and provide supplies necessary to support and increase school attendance and behavior concerns.	$226,361.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Academic Support	Provide personalized tutoring and homework assistance including on demand tutoring through Credit Recovery program. Implement small group instruction focusing on literacy and numeracy skills. Purchase reading and writing improvement program to assist with improved literacy skills and writing across the content areas. Support more engaging math courses through offering of courses as well as resources (manipulatives, etc.) for assisting students in seeing the relevance of math in life and, therefore, its importance to master. Support push-in services (SPED teacher in Gen Ed courses, particularly math and ELA) to increase success of students in these courses. Training of staff. Offering of enrichment courses, courses of interest, especially in the STEM world to engage students and increase school interest, relevancy, and attendance.	$80,525.00	No
6.4	Community Partnerships / CTE Expansion or Enhancement	Increase CTE options (to include STEM in 25-26) and work with community businesses to establish relationships and collaboration within these sectors, particularly for ELs and LTELs. Collaborate with local organizations and agencies to provide additional support services (e.g., mental health services, vocational training). Establish internship and job shadowing opportunities for students. Develop peer mentoring and support groups.	$37,475.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$16,350,513.00	$1,881,375.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.612%	0.000%	$0.00	31.612%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		need, overall academic performance will improve across the board. Long-term Benefits: Addressing the needs of struggling students early on can have long-term benefits, such as higher graduation rates, increased college readiness, and improved career opportunities. This can contribute to a more skilled and competitive workforce in the future. Data-Driven Decision Making: By implementing districtwide intervention strategies, districts can collect data on the effectiveness of these interventions. This data can then be used to make informed decisions about resource allocation, program improvement, and further support for struggling students. In essence, implementing interventions and strategies for unduplicated students is not only about meeting immediate academic needs but also about fostering a more inclusive and equitable educational environment that benefits all students in the long run. Because the action was developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
1.4	**Action:** Expand and maintain CTE offerings **Need:**	This action is designed to meet the specific needs of our unduplicated students as it addresses the gaps found in the College and Career Indicator between our unduplicated students and their peers. However, all schools' students need	See metric 1.4. Percent of CTE Completers, College Career Indicator on Dashboard

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

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	unduplicated students in 23-24, the data showed that CUHSD was experiencing declining graduation rates, particularly with unduplicated students who are also SWD, Socio-Economically Disadvantaged students, and EL students. That number has increased at most schools, but it is still a concern at the alternative site and schools of choice. All schools' students need access to recooping credits for failed courses in order to stay on track for graduation. Additionally, there is a need to increase graduation and A-G rates so that students are prepared and ready for postsecondary options. **Scope:** LEA-wide	important for unduplicated students because it supports their academic success, reduces dropout rates, provides personalized support, promotes equity in education, and enhances college and career readiness. These programs play a critical role in ensuring that all students have the opportunity to achieve their full potential despite obstacles they may face. We expect this action and these services to result in improved outcomes for students who are foster youth, English learners, and low-income in both ELA and math as well as with credits earned, particularly as parents have shared their inability to assist and support their students with the level of work required. It is likely that other low-performing students may benefit from these actions, so they will be provided on an LEAwide basis.	
1.6	**Action:** Expanded/enhanced counseling services **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that students across the District are in need of increased academic, behavioral, and social-emotional supports as evidenced by the California Healthy Kids Survey answers as well as LCAP Student Survey data. A-G completion rates are still relatively low, and students (and their families) have shared that contact with counselors is not as frequent as they would like or could benefit from.	To address the performance of our low-income students, English Learners, and Foster Youth, we will increase access to counseling services in an array of areas (not just academic) to increase academic achievement. Overall, investing in expanded or enhanced counseling services is an investment in the holistic development and well-being of students, which can have long-term benefits for both individuals and the school community as a whole. Improved Student Well-being: Counseling services can significantly improve the mental health and emotional well-being of students. By providing access to trained counselors, CUHSD can support students in managing stress, anxiety, and other	See metric 1.6. A-G completion rate, LCAP Survey data regarding quality/quantity of academic counseling services

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

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

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

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

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

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	unduplicated students sometimes get lost and off track for graduation on comprehensive sites due to the number of students on campus and in classes. Health and medical needs (physical and/or mental) also hinder some students from reaching their academic potential. **Scope:** Schoolwide	These schools are specifically targeting unduplicated students (low-income students, English learners, and foster youth) with regard to several key educational and equity principles: Equity and Access: Unduplicated students often face barriers to accessing high-quality education due to economic disadvantage, language barriers, or unstable living conditions. DOHS, PRHS, and MSVA are designed for these students and aim to mitigate these barriers by providing specialized supports and resources that cater to their specific needs. Addressing Achievement Gaps: There are persistent achievement gaps between unduplicated students and their peers. DOHS, PRHS, and MSVA can employ targeted strategies and interventions to close these gaps by focusing on personalized learning, culturally responsive teaching practices, and socio-emotional support. Empowerment and Opportunity: Providing unduplicated students with choices in their education empowers them and their families to select environments that best support their academic and personal growth. This choice can lead to increased engagement, motivation, and ultimately, improved educational outcomes. Innovation and Flexibility: DOHS, PRHS, and MSVA often have more flexibility in their curriculum, instructional methods, and organizational structures. This flexibility allows them to innovate and experiment with approaches that better meet the needs of unduplicated	

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

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

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	through the community college. Unduplicated population students are also not meeting the prepared status on the College/Career Indicator at the same rate as the All Student group, so opening up options for these students is advantageous for their ability to meet CCI. **Scope:** LEA-wide	education. Dual enrollment programs allow these students to take college-level courses while still in high school, providing them with exposure to rigorous academic content and college expectations. Reduced Cost: Dual enrollment programs offer courses at no cost to students, making higher education more financially accessible. This can significantly lower the financial burden of pursuing a college degree for unduplicated population students and their families. Acceleration of Academic Progress: By earning college credits while in high school, unduplicated population students can accelerate their academic progress. This can shorten the time needed to complete a college degree, thereby reducing overall educational costs and potentially allowing students to enter the workforce earlier. Increased Confidence and Preparedness: Dual enrollment programs help students build confidence in their academic abilities and familiarize themselves with the college environment. This early exposure can alleviate anxiety about transitioning to college and better prepare unduplicated population students for success in higher education. Closing the Achievement Gap: Unduplicated population students often face disparities in educational attainment compared to their peers. Dual enrollment programs can help close this achievement gap by providing additional support and resources, fostering a stronger academic	

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

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		improving their academic outcomes and narrowing the gap with their peers. Preparation for Higher Education: Advanced courses often better prepare students for the rigor of higher education. By offering these courses to unduplicated students, educational institutions can better equip them with the skills, knowledge, and confidence needed to succeed in college or other post-secondary education options. Enhanced Career Opportunities: Many advanced courses provide skills and knowledge that are directly applicable to future careers or further academic pursuits. By ensuring unduplicated students have access to these courses, CUHSD can enhance students' future career prospects and economic opportunities. Promoting Diversity in Higher Education: By encouraging unduplicated students to participate in advanced courses, CUHSD contributes to diversity within higher education settings. This diversity enriches the academic environment and prepares all students for diverse workplaces and communities. In summary, making advanced courses available to unduplicated students is crucial for promoting equity, closing achievement gaps, preparing students for higher education and careers, and promoting diversity. It ensures that all students have the opportunity to reach their full academic potential and contribute meaningfully to society.	
1.14	**Action:** College and Career Readiness	To address the performance of our low-income students, English Learners, and Foster Youth, we	See metric 1.14.

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

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		financial aid, and career planning. Many unduplicated population students may lack family members who can provide such guidance due to their own educational or economic limitations. Increasing Opportunities: By participating in these activities, students can explore various career options, understand the academic requirements for different fields, and develop the necessary skills and knowledge to succeed in college and beyond. Building Confidence and Aspirations: College and career readiness activities can also help build students' confidence in their abilities and expand their aspirations. Exposure to different educational and career paths can inspire them to aim higher than they might have initially considered possible. Reducing Disparities: Addressing the disparities in access to college and career readiness activities helps level the playing field and ensures that all students have an equal opportunity to achieve their full potential. In summary, providing unduplicated population students with access to college and career readiness activities is not just about fulfilling educational mandates but is crucial for fostering equity, breaking down barriers to success, and empowering these students to pursue their dreams and contribute meaningfully to society.	
1.15	**Action:** Instructional program improvement support **Need:**	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide support in improved instructional efforts; all schools have low measures on	See metric 1.15. LCAP Teacher Survey questions regarding

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

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

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

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

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	levels are low in many areas including Academic Performance (low ELA and math achievement on CAASPP, average English Learner Progress, and average College/Career Readiness) and Academic Achievement (decreasing graduation rates). **Scope:** LEA-wide	graduation rates. Additionally, we believe that this action will impact teachers' feeling of support in facilitating achievement of the academic standards. Teacher professional development is crucial for the achievement of unduplicated students (students who are traditionally underrepresented or marginalized) for several reasons: Equity and Inclusion: Professional development helps teachers understand and address the diverse needs of unduplicated students. It provides strategies to create inclusive classrooms where all students feel valued and supported. Cultural Competence: Many unduplicated students come from diverse cultural backgrounds. Professional development will enhance teachers' cultural competence, helping them to respect and understand cultural differences, thereby improving their ability to engage and connect with these students. Effective Teaching Strategies: Teachers learn evidence-based instructional strategies through professional development that are specifically effective for diverse learners. This includes differentiated instruction, scaffolding techniques, and strategies for language acquisition and literacy development. Supporting Socioemotional Needs: Unduplicated students often face socioemotional challenges due to their backgrounds. Professional development will equip teachers with skills to provide social-	

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		emotional support, fostering a positive learning environment where students feel safe and valued. Closing Achievement Gaps: By improving teachers' ability to meet the needs of unduplicated students, professional development plays a critical role in closing achievement gaps. It will empower teachers to address disparities in academic outcomes and ensure equitable opportunities for all students. In essence, teacher professional development is essential for enhancing educators' capacity to meet the unique needs of unduplicated students effectively. It promotes equity, inclusivity, and academic success, ultimately contributing to a more equitable educational system overall. Because the actions were developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
2.3	**Action:** Curriculum Development/Collaboration and Cross Department Collaboration **Need:** Through feedback sessions with educational partners, CUHSD has identified a need to collaborate and share best instructional practices, a need for understanding how to support students where they are, and a need for basic improvement to best facilitate	Accountability measures are low across all schools; curriculum development for the District (not individual schools) to ensure equity of instruction and offerings. This action addresses the learning needs of specific student groups and enables teachers to be provided with the resources needed to address student learning needs. CUHSD will provide teachers with resources to assist them in researched based teaching strategies and support in implementing school wide campaigns	See metric 2.3. Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11, Priority 2: Implementation of State Standards - Increase of progress scores in providing professional learning for teaching to the most

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

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		Improved Coordination: Districtwide implementation allows for better coordination among schools, teachers, and administrators. This can lead to more effective sharing of best practices, professional development, and alignment of curriculum to meet the needs of English learners. Enhanced Professional Development: Teachers and staff can receive specialized training and professional development focused on strategies for supporting English learners. This will include language acquisition techniques and effective instructional methods. Resource Allocation: By centralizing resources and funding, districts can ensure that adequate support materials, technology, and personnel are available across all schools. This helps in addressing the diverse needs of English learners effectively. Data Collection and Monitoring: Districtwide implementation facilitates consistent data collection and monitoring of English learners' progress. This allows educators to track outcomes, identify areas needing improvement, and make data-driven decisions to enhance instructional practices. Community and Parental Engagement: A districtwide approach encourages collaboration with families and communities. Schools can develop outreach programs, provide translated materials, and involve parents in their children's	

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		education, fostering a supportive learning environment. Holistic Student Support: English learner services can encompass not just language acquisition but also social-emotional support, academic counseling, and other services that contribute to the overall well-being and success of students. In summary, districtwide implementation of English learner services promotes equity, consistency, and effective educational practices that will benefit the entire school community but will have the largest impact on our EL students.	
4.1	**Action:** Improved Educational Partner Communication and Engagement **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students including feedback from parents , the data suggests that CUHSD needs to continue to invest in communication and engagement of parents. CUHSD also has low parent/guardian attendance rates at school activities, presentations, meetings, functions, etc. While there is a high percentage of parents that report that CUHSD encourages parent participation, provides a welcoming environment for parents, provides opportunities for parents to be a part of decision making opportunities, etc., we also receive feedback that communication is not as accessible as parents would like for it to be.	To address the performance of our low-income students, English Learners, and Foster Youth, we will work to increase teamwork between the home and school in order to have major impacts on student engagement and achievement; strengthening these partnerships at all schools is vital to increased results. While this action is meant to engage the most vulnerable of our students' families (unduplicated populations), CUHSD believes that all families can benefit from this kind of interaction and support. Parent communication and engagement play crucial roles in the success of unduplicated students in several important ways: Supportive Environment: When parents are engaged and informed about their child's education, they are more apt to create a supportive environment at home. This support can include providing encouragement, helping with homework, and reinforcing the value of education.	See metric 4.1. Percent of parents who access district website, use AERIES Parent Portal, and have access to translation, LEA Wide Parent Survey - Parents as Educational Partners and Decision Makers - Percentages of parent satisfaction with regard to encouragement of sharing concerns with staff, return communications, welcoming environment, and part of decision making, Local Performance Indicator Self-Reflection - Priority 3

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	70.5% of parents often or sometimes use the district website to access information. 81.2% of parents often or sometimes use the Aeries Portal to access student information. 78.5% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 82.6% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours. 88.6% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent. 85.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. **Scope:** LEA-wide	Awareness and Advocacy: Engaged parents are often more aware of their child's academic progress, strengths, and challenges. This awareness enables them to advocate for their child within the educational system, ensuring their needs are met and they receive appropriate support. Motivation and Goal Setting: Parents who communicate regularly with teachers and school staff can help set academic and career goals for their children. This involvement encourages students to strive for success and gives them a clear direction for their education. Improved Academic Performance: Studies have shown that students whose parents are actively involved in their education tend to have better academic outcomes. This can be attributed to increased motivation, better study habits, and higher expectations set by both parents and teachers. Community and Peer Support: Engaged parents can also help build a network of support among other parents and within the community. This network can provide additional resources and encouragement for unduplicated students, creating a more holistic support system. Long-term Educational Success: When parents are involved in their child's education from an early age, it sets a positive precedent for continued involvement throughout their academic journey. This long-term engagement is crucial for sustained	

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		success and eventual transition into higher education or the workforce. Due to the slightly lower academic performance of our low-income students and English Learners and increased needs of our Foster Youth, and because the actions were developed with the needs of these students first, we expect the academic performance for our unduplicated students will increase more than the academic performance of all students and therefore the unduplicated students will benefit the most from this action.	
4.4	**Action:** Promotion of positive, safe, inclusive student culture **Need:** Through analysis of the California Healthy Kids Survey, CUHSD has found that too many students have negative thoughts, fears, and other concerns that need counseling and/or addressing in order for students to be academically successful. We need to meet their basic needs of which safety and a feeling of belonging are a priority. Additionally, the suspension rate for FY and SWD are high and need addressing. **Scope:** LEA-wide	In order to respond to the identified needs of our socioeconomically disadvantaged students, English Learners, and Foster Youth, CUHSD will work to continue and refine our behavioral, social-emotional, and mental health support systems on an LEA-wide basis. To cultivate a safe and supportive learning environment that is conducive to the wellbeing of educational partners (particularly students), CUHSD will maintain and sustain student access to mental and social emotional health services and activities as well as interventions necessary at all schools to improve wellbeing and, thus, achievement results at the districtwide level. Promoting a positive, safe, and inclusive student culture in a district for unduplicated students (students who qualify for free or reduced-price meals, English learners, and foster youth) is crucial for several compelling reasons: Equity and Access: Unduplicated students often face additional barriers to educational success due to socioeconomic status, language proficiency, or	See metric 4.4. CHKS Social and Emotional Health Survey Results

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		foster care experiences. A positive and inclusive school culture ensures that all students, regardless of background, have equal access to educational opportunities and support. Sense of Belonging: Creating a safe and welcoming environment fosters a sense of belonging among unduplicated students. When students feel valued and included, they are more likely to engage actively in learning, participate in school activities, and build positive relationships with peers and educators. Academic Achievement: A positive school culture positively impacts academic achievement. When students feel safe and supported, they are better able to focus on their studies, resulting in improved academic outcomes and increased graduation rates among unduplicated students. Social and Emotional Development: Schools play a crucial role in the social and emotional development of students. By promoting a positive culture, schools can help unduplicated students develop resilience, self-confidence, and interpersonal skills that are essential for their future success. Reduction of Disparities: Inclusive practices and a positive school culture can help reduce disparities in educational outcomes among unduplicated students compared to their peers. By addressing the specific needs and challenges these students face, schools can work towards closing achievement gaps and promoting educational equity.	

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		Preparation for Citizenship: Schools not only educate students academically but also prepare them to become responsible citizens. A positive and inclusive school culture teaches students the values of respect, empathy, and cooperation, which are essential for participating in a diverse society. Community Engagement: A positive school culture extends beyond the classroom to involve families, communities, and stakeholders in supporting unduplicated students. When schools prioritize inclusivity and safety, they foster partnerships that strengthen the overall educational experience and support networks for these students. These efforts are foundational to creating an environment where all students can thrive and reach their full potential, particularly ELs, SED, and FY students.	
4.5	**Action:** Promote Improved Attendance and Engagement on Campus **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that CUHSD has scored low on the School Climate Dashboard indicator and Dashboard Chronic Absentee rates are high. Additionally, feedback from student and parent sessions highlight that teachers are out of class too often (and teachers report that some students are absent often) which disrupts learning.	While the unique needs of unduplicated students have prompted the focus in this action, CUHSD believes that all students will benefit from its implementation. Attendance impacts instruction; if a teacher and/or student is not in class, effective instruction is likely to not occur. This is true at all schools, every day. Attendance at school is crucial for unduplicated students for several reasons: Academic Achievement: Regular attendance is strongly correlated with academic success. When unduplicated students attend school regularly, they have more opportunities to engage with their peers	See metric 4.5. Chronic Absentee Rates, Teacher attendance rates

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	Scope: LEA-wide	and teachers, participate in classroom activities, and receive the necessary instruction to master academic content. This will lead to improved grades, test scores, and overall educational attainment. Social and Emotional Development: School attendance also plays a critical role in the social and emotional development of unduplicated students. By being present at school, they have the chance to build relationships with peers and adults, participate in extracurricular activities, and develop important social skills that are essential for their future success. Long-Term Outcomes: Consistent attendance is linked to better long-term outcomes beyond school, such as higher rates of college enrollment, improved job prospects, and overall better health outcomes. Unduplicated students, who may face additional challenges due to socioeconomic factors, benefit greatly from the stability and structure that regular school attendance provides.	
4.6	**Action:** Transportation Services **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that reliable transportation is a luxury that many in our area do not have. Attendance of unduplicated students is impacted by a student's ability to get to school. **Scope:**	To address the needs of our low-income students, English Learners, and Foster Youth, we will provide District-provided transportation which plays a crucial role in the academic success of unduplicated students for several reasons: Access to Education: Many unduplicated students come from low-income families or areas with limited resources. District-provided transportation ensures these students can attend school regularly and reliably, regardless of their family's transportation limitations. This consistent access	See metric 4.6. Number of routes, Student/parent feedback regarding transportation

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	LEA-wide	to education is fundamental for academic achievement. Reduced Absenteeism: Reliable transportation reduces absenteeism rates among unduplicated students. Without transportation barriers, these students are more likely to attend classes regularly, participate in extracurricular activities, and access support services offered by the school. Equal Opportunities: Access to district-provided transportation ensures that unduplicated students have equal opportunities compared to their peers. It levels the playing field by providing them with the same access to educational resources, regardless of their socio-economic background or geographic location. Safety and Security: Public transportation can sometimes be unsafe or unreliable, especially in certain neighborhoods. District-provided transportation offers a safer and more secure means of travel to and from school, which is essential for both the physical and emotional well-being of unduplicated students. Parental Involvement: For families with limited transportation options, providing school bus services means parents can focus on work or other responsibilities without worrying about transporting their children to and from school. This can increase parental involvement in their child's education and overall support system. While unduplicated population students will benefit most for the increased and improved	

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		transportation services, all students can benefit for its provision, and is, therefore, being implemented at the LEA-wide level.	
4.7	**Action:** Extra-curricular Opportunities to Strengthen School Connectedness **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that engagement needs improving on our campuses; culture also needs improvement. Extra-curricular activities are a prime source of connecting students to school and keeping students academically successful in order to participate. Additionally, many of our families can not afford the costs of putiing their students in organized sports or other activities. Many families work long hours and are unable to provide the resources (time, transportation, etc.) to get students to these kinds of activities. **Scope:** Schoolwide	To address the needs of our low-income students, English Learners, and Foster Youth, we will continue to provide and, perhaps, enhance extra-curricular opportunities to students and ensure access to activities that will connect students to their schools in order to improve feelings of belonging and impact achievement. Some schools are not large enough to field teams (nor do they have the facilities to do so), so this action is being implemented at the schoolwide level. No dollars have been allotted to this action as of yet, but as we increase the number of sports and teams in sports, there may be a need to supplement the costs of these increased opportunities. Extracurricular activities are crucial for all students, including unduplicated students (those who may be underrepresented or disadvantaged), for several important reasons: Skill Development: Participation in activities such as sports, clubs, or arts programs helps students develop a wide range of skills beyond academics. These include leadership, teamwork, time management, and communication skills, which are valuable for personal growth and future success. Building Confidence: Being involved in extracurriculars allows students to discover and cultivate their talents and interests. Success in these activities can boost self-esteem and confidence, especially for unduplicated students who may face additional challenges.	See metric 4.7. Number of Sports available for students, Pecentage of students below a 2.0 GPA

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		Social Connection: Extracurriculars provide opportunities to meet new people and build friendships outside of the academic setting. This social interaction is crucial for emotional well-being and can help combat feelings of isolation or marginalization. Diversifying Experiences: For unduplicated students, who may have unique backgrounds or perspectives, extracurricular activities offer a chance to explore new interests and experiences. This exposure can broaden their horizons and help them discover new passions or career paths. College and Career Readiness: Many colleges and universities consider extracurricular involvement when evaluating applications. Demonstrating a well-rounded profile that includes both academic achievement and extracurricular participation can strengthen a student's college prospects. Additionally, the skills learned through extracurricular activities are often directly applicable to future career success. Sense of Belonging: Engaging in extracurriculars can foster a sense of belonging and school pride, which is particularly important for unduplicated students who may feel marginalized or overlooked. Feeling connected to the school community can improve overall academic performance and motivation. These activities contribute significantly to a well-rounded education and overall personal development. Due to the decreased opportunities	

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		of low-income students, English Learners, and Foster Youth for these kinds of opportunities due to low household funding, and because the action was developed with the needs of these students first, we expect the sense of belonging and, therefore, academic performance for our unduplicated students will increase more than the academic performance of all students and, therefore, the unduplicated students will benefit the most from this action.	
4.8	**Action:** Increase Parent Engagement through Parent Incentives and Training Opportunities **Need:** After a comprehensive review of academic data and educational partner input including feedback from parents for our unduplicated students, the data suggests that CUHSD needs to continue to invest in communication and engagement of parents. Additionally, currently, CUHSD has low attendance rates for parent functions. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, Action 4.8 is being implemented districtwide as teamwork between the home and school can have major impacts on student engagement and achievement. Strengthening these partnerships at all schools is vital to increased achievement results and improved student outcomes, and improved education and engagement of parents leads to improved support and achievement of students both at home and at school. Providing parent trainings at school for unduplicated student families is important because it promotes equity, empowers parents, fosters cultural understanding, builds community trust, and ultimately supports academic success for all students. These efforts are part of creating an inclusive and supportive educational environment where every child can thrive. Due to the low achievement levels of our unduplicated students, increasing opportunities with their parents will have the highest impact on the increasing of achievement of these students.	See metric 4.8. Locally Created Parent Survey - Parents are welcome and have access to student information in a language they understand.
4.9	**Action:** Supplemental Health Services for Low Income Pupils	To address the performance of our low-income students, English Learners, and Foster Youth, we will continue offering supplemental health services. High LI percentages of all schools in our District	See metric 4.9. Locally created Student Survey regarding both use

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	Need: After a comprehensive review of academic data and educational partner input for our unduplicated students, the data shows that health services is a luxury that some families can't afford or don't have time for in our community where many families live below the poverty line. More than 75% of our families are considered Socioeconomically Disadvantaged, and feedback from educational partners has requested that these services be continued and enhanced to ensure that students' needs are being met and students are able to get the health support they need to be in attendance at school. **Scope:** LEA-wide	necessitate ensuring that students have access to health services in order to meet basic needs and be able to focus on academics; therefore, this action is being implemented at the LEA-wide level. Unduplicated students can benefit significantly from schools providing Supplemental Health Services by: Improved Access to Healthcare: Many unduplicated students may lack regular access to healthcare due to financial constraints or lack of insurance. These services provided by schools offer access to basic medical services which improves their overall health and well-being by addressing health issues early and preventing more serious health problems. Enhanced Academic Performance: Good health is directly linked to academic success. By receiving necessary health services at school, unduplicated students can experience fewer absences due to illness, leading to better attendance and improved academic performance. When health issues are addressed promptly, students can focus more on their studies. These services play a crucial role in leveling the playing field and ensuring that all students have the opportunity to thrive in the educational setting. Due to the higher needs of our low-income students, English Learners, and Foster Youth as a result of limited income to address these needs, and because the actions were developed with the needs of these students first, we expect the academic performance for our unduplicated	of services and quality of services rendered

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		students will increase more than the academic performance of all students and therefore the unduplicated students will benefit the most from this action.	
4.10	**Action:** Beautify Campuses and Ensure Student Friendly Spaces for Congregating **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students including feedback sessions and CHKS, the data highlighted that cleanliness of facilities (including restrooms) is a need for improvement. Basic needs are not being met in some circumstances. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we will work to improve and beautify campuses and ensure there are spaces available for students to congregate. This action is being implemented districtwide. Cleanliness and updating of facilities will improve use of facilities (and pride) resulting in meeting basic needs to support improved achievement. Due to the increased need of low-income students, English Learners, and Foster Youth for places to be before school and after school, and because the actions were developed with the needs of these students first, we expect the physical needs and academic performance for our unduplicated students will increase more than of all students and, therefore, the unduplicated students will benefit the most from this action.	See metric 4.10. CHKS Survey regarding school "is usually clean and tidy" (Facilities and Physical Environment)
5.1	**Action:** Qualified Teachers **Need:** After a comprehensive review of data, the data showed that CUHSD's highly qualified teacher rate, as defined by the state, is slightly lower than both both the County and State numbers. **Scope:** LEA-wide	To address the performance of our low-income students, English Learners, and Foster Youth, we strive to hire the most qualified, most effective teachers. Action 5.1 is being implemented districtwide. Numbers are similar at all sites and support of teachers in receiving clear credentials positively impacts quality of instruction across the District. To address the specific needs and unique circumstances of ELs, SED students, and Foster Youth, this action aims to provide additional support for hiring and retaining fully credentialed teachers and staff. Highly qualified teachers are beneficial for unduplicated students for several key reasons:	See metric 5.1.] Number of Teacher Misassignments and Vacancies (Local Indicator Report), Number of teachers who are fully credentialed in the subject areas for the pupils they are teaching

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		Expertise and Knowledge: Highly qualified teachers typically possess advanced knowledge and expertise in their subject areas. This allows them to effectively teach complex concepts and provide in-depth explanations, which can be crucial for students who may face additional learning challenges or barriers. Differentiated Instruction: These teachers are often skilled in differentiated instruction, which means they can tailor their teaching methods to accommodate diverse learning styles, abilities, and backgrounds. This flexibility helps unduplicated students receive personalized support that meets their specific educational needs. Role Models and Mentors: Highly qualified teachers can serve as strong role models and mentors for unduplicated students. Seeing someone who is knowledgeable, passionate, and successful in their field can inspire these students to set high academic and career goals for themselves. Advocacy and Support: Teachers who are well-qualified are more likely to advocate for their students and provide necessary support systems. They can identify when additional resources or interventions are needed and work collaboratively with other educators and support staff to ensure students receive the assistance they require. Closing the Achievement Gap: Unduplicated students often face disparities in educational	

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
		attainment compared to their peers. Highly qualified teachers can help bridge this achievement gap by providing rigorous instruction, targeted interventions, and continuous encouragement. Due to the lower academic performance of our low-income students and English Learners and increased needs of our Foster Youth, and because the action was developed with the needs of these students first, we expect that teachers will impact the academic performance of our unduplicated students at a higher rate and will increase their academic achievement more than the academic performance of all students. Therefore, the unduplicated students will benefit the most from this action.	
5.2	**Action:** Behavior Intervention **Need:** After a comprehensive review of academic data and educational partner input for our unduplicated students, the data showed that CUHSD has a high suspension rate of Foster Youth as well as a high number of referrals across the district for drug and alcohol behaviors. Student and parent feedback focused on drug activity occurring in the restrooms at schools and a need to provide intervention for students as well safe facilities. **Scope:** Schoolwide	To address the performance of our low-income students, English Learners, and Foster Youth, we will provide assistance and support with behavior intervention. This action will be implemented at the schoolwide level. All schools have similar drug/alcohol issues except for MSVA, because their students are not on campus daily. These at risk behaviors have negative impacts on academic achievement as well as behavior and social-emotional health. Behavior intervention for unduplicated students is important for several important reasons: Equity and Access: Unduplicated students often face systemic barriers that impact their ability to succeed academically and socially. Behavior interventions aim to level the playing field by	See metric 5.2. Number of referrals involving drugs and/or paraphernalia

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
		providing necessary support and resources to address these barriers. Addressing Disproportionate Impact: Many unduplicated students experience disproportionate rates of disciplinary actions compared to their peers. Interventions can help reduce these disparities by promoting positive behavior and addressing underlying issues that contribute to behavior problems. Whole Child Approach: Effective education requires addressing not just academic needs, but also social-emotional development. Behavior interventions are crucial in fostering a supportive environment that promotes positive behavior and social skills among unduplicated students. Promoting Academic Success: Behavior challenges can significantly impact a student's ability to learn and engage in the educational process. Interventions that address behavior issues proactively will improve attendance, engagement, and overall academic achievement. Long-term Benefits: Addressing behavior issues early through targeted interventions can have long-term benefits, including improved graduation rates, reduced dropout rates, and better post-secondary outcomes for unduplicated students. Due to the higher dangerous behavior rate of our low-income students and English Learners and increased needs of our Foster Youth, and because this action was developed with the needs of these students first, we expect the behavior results for	

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
		our unduplicated students will be impacted more than that of all students and, therefore, the unduplicated students will benefit the most from this action.	
5.3	**Action:** Campus Well-Being **Need:** After a comprehensive review of data and educational partner input for our unduplicated students including feedback sessions and CHKS results, the data highlighted that cleanliness of facilities (including restrooms) is a safety issue and needs improvement. Basic needs are not being met in some circumstances due to safety being a concern/fear. **Scope:** LEA-wide	To address the wellbeing of our low-income students, English Learners, and Foster Youth, we will work to ensure that campuses are clean and safe. This action is being implemented districtwide. While the strategies to be implemented in this action support the needs of unduplicated students, CUHSD understands that other students will benefit from these activities as well. Cleanliness of and safety in facilities across the District will improve use of facilities (and pride) resulting in meeting basic needs to support improved achievement; relationships and feelings of belonging will also increase as students feel safe on campuses. Campus safety and cleanliness play crucial roles in fostering both academic and social-emotional success among students through: Physical Well-being: A safe campus environment ensures that students are protected from physical harm, accidents, and emergencies. When students feel physically secure, they can focus better on their studies and engage more actively in campus activities. Emotional Well-being: Feeling safe contributes significantly to students' emotional well-being. They are more likely to feel comfortable, relaxed, and able to form positive social connections. This emotional security reduces stress levels and	See metric 5.3. CHKS: % Perceived Safety at School (Very Safe or Safe)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		promotes mental health, which is essential for concentration and learning. Reduced Distractions: A clean and well-maintained campus reduces distractions caused by clutter, dirt, or unpleasant odors. Such distractions can disrupt students' concentration and hinder their ability to focus on academic tasks or social interactions. Positive Learning Environment: A campus that is clean and orderly creates a positive learning environment. It signals to students that their surroundings are respected and cared for, which can influence their own attitudes towards their studies and their campus community. Sense of Community: A safe and clean campus fosters a sense of community among students and staff. When everyone feels that they are in a supportive and respectful environment, they are more likely to collaborate, communicate effectively, and engage in constructive social interactions. Retention and Satisfaction: Students are more likely to stay enrolled and complete their studies in an environment where they feel safe and comfortable. Campus safety and cleanliness contribute to overall student satisfaction with their educational experience, which in turn affects retention rates.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals **Need:** The identified need for unduplicated students, as reflected in the data supporting this goal, is the need for increased access to effective, inclusive, and appropriately supported instruction within general education classrooms. Data likely demonstrated that English Learners, particularly those who are also Students with Disabilities were not achieving at the same levels as their peers in areas such as academic performance, course access, graduation outcomes, classroom participation, and/or progress within the Least Restrictive Environment (LRE). Additionally, the data suggests a need to strengthen staff capacity in implementing inclusive instructional practices, differentiated instruction, language supports, and co-teaching strategies to better serve diverse learners. By addressing these gaps, the district aims to improve engagement, academic achievement, and equitable access to rigorous instruction for unduplicated pupils across all school sites. **Scope:**	These actions are designed to address the needs of unduplicated students, particularly English Learners who are also Students with Disabilities, by increasing access to rigorous core instruction, strengthening inclusive practices, and providing targeted academic and social-emotional supports within the general education environment. Through expanded co-teaching opportunities, instructional coaching, increased staffing, accessibility training, curriculum alignment, and inclusive programs such as United PE and Circle of Friends, the district is building staff capacity and removing barriers that have historically limited student access, engagement, and achievement. Collectively, these actions support improved outcomes in academic performance, inclusion, student connectedness, and progress toward Least Restrictive Environment goals for unduplicated pupils.	Least Restrictive Environment (LRE) - Percentages of Students in a regular classroom 80% or more of the day Teacher Survey regarding support of teachers with Inclusion - Percentage of teachers that feel supported with regard to inclusion and accessibility

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.2	**Action:** Language Acquisition and English Learner Support Classes and Instructional Materials **Need:** CUHSD has low EL achievement across most Dashboard measures and is experiencing a stagnancy in reclassification rates. 44.7% - ELs who progressed at least one ELPI level, 31.3% - ELs who maintained ELPI levels, 17.3% - ELs who decreased at least one ELPI level **Scope:** Limited to Unduplicated Student Group(s)	Updated, more engaging curriculum will facilitate learning, increase teacher efficacy through training will impact improved instruction in areas of student need.The district will implement supplemental ELD curriculum in the classrooms in order tor provide skills needed for students to gain proficiency as well as possibly hire language support aides to provide guidance in the areas in which students are deficient, specifically addressing the needs of long term English learners. Language Acquisition and English Learner Support classes, along with appropriate instructional materials, are beneficial for English learners (ELs) for several important reasons: Targeted Language Development: These classes are specifically designed to support ELs in acquiring proficiency in English. They focus on developing all language skills: listening, speaking, reading, and writing. This targeted approach and updated instructional materials will help ELs progress more rapidly in their language acquisition journey. Cultural Integration: English Learner Support classes often incorporate cultural elements that help ELs understand the cultural context of the language they are learning. This integration fosters a deeper understanding and appreciation of English-speaking cultures, which is crucial for effective communication and social integration.	Metric 3.2. Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math for Grades 9-11, Student English Language Acquisition Results from Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Personalized Instruction: In these classes, teachers can tailor their instruction to meet the diverse needs of ELs. They can employ instructional strategies that accommodate different learning styles and language proficiency levels, ensuring that all students have the opportunity to learn and succeed. Building Confidence: Learning a new language can be daunting, especially in academic settings. Language Acquisition classes provide a supportive environment where ELs can practice English without fear of judgment. This nurturing atmosphere helps build confidence in their language skills and encourages participation in classroom activities. Access to Academic Content: Instructional materials used in these classes are often designed to make academic content accessible to ELs. They may include simplified texts, visual aids, scaffolded supports, and other resources that help students understand complex subject matter while they continue to develop their English proficiency. Preparation for Mainstream Classes: As ELs improve their English language skills in Language Acquisition classes, they become better prepared to transition into mainstream classes where English is the primary language of instruction. This smooth transition is facilitated by the foundational skills and confidence gained in the support classes.	
3.3	**Action:** Dually Identified Student Support	Improved placement practices, improved support offerings, improved accessibility to content through support in class will assist students in making	Metric 3.3. Progress towards English Language Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: CUHSD has identified through the Differentiated Assistance process that we are possibly not placing dually identified students in the classes that will have the most impact on student achievement and our current process for reclassification is more stringent than that of the State which is impacting students' ability to reclassify. Additionally, CUHSD is not meeting Least Restrictive Environment goals with regard to student placement. Too many students are being placed in SPED courses versus placing students in General Education courses and providing support. 50.5% of CUHSD studengts are making progress towards English Language Proficiency Current EL enrollment in CUHSD is ELs - 5.9%, At Risk - 2.3%, LTEL - 20.4%, Dually Identified LTEL - 55.9% Reclassification Percentages 22-23: CUHS - 20.50% SHS - 25.5% DOHS - 13.8% PRHS - 0% MSVA - 0% **Scope:** Limited to Unduplicated Student Group(s)	gains toward standards and in language proficiency. Coteaching opportunities will be implemented so that SPED and General Education teachers work collaboratively to teach content while supporting Students with Disabilities' (particularly those from unduplicated populations) needs in the classroom. Additionally, current placement practices are being analyzed and revised to ensure that students are getting all of the support necessary for them to be successful and that district policies are not keeping students from their LRE and/or their ability to access proper supports. Co-teaching, where two educators work together in the same classroom to support all students, including those unduplicated students with disabilities and students learning English, offers several benefits: Differentiated Instruction: Co-teachers can tailor instruction to meet diverse learning needs more effectively. One teacher is able to focus on presenting material while the other provides additional support or modifications for unduplicated population students with disabilities and English Learners. Individualized Support: Students with disabilities, particularly those from unduplicated populations, often require personalized attention and varied approaches to grasp concepts. Co-teachers can provide this support in real-time, addressing specific learning styles and needs as they arise.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Modeling Collaboration: Co-teaching demonstrates positive collaboration between educators, showing students how to work together effectively. This sets a valuable example of teamwork and inclusivity. Enhanced Learning Environment: With two teachers, the classroom environment becomes more dynamic and interactive. This will foster a more engaging atmosphere where all students, including those unduplicated students with disabilities, feel encouraged to participate and learn. Increased Resources: Co-teachers can share resources, strategies, and expertise, maximizing the use of available materials and technology to benefit all students. Improved Social Interaction: Unduplicated students with disabilities may benefit from increased social interaction opportunities in a co-taught setting. They can engage with peers more easily and build relationships that contribute to their overall social development.	
4.2	**Action:** Targeted Homeless and Foster Youth Services **Need:** FY, homeless students, and SED students are still underperforming when compared to the All Students groups. Feedback sessions with educational partners suggests a need for meaningful relationships between students	Increased access to caring adults and basic needs services allows for students to make connections and focus more effectively on academics; exposure to possibilities outside of school gives students hope and vision. Counselors on Special Assignment will check in on FY and Homeless students periodically and consistently as well as the Family Resource Center Coordinator. Providing these students with supplies to meet their basic needs and materials/supplies for class	Metric 4.2. School Climate - Suspension Rate for Foster Youth, School Climate - Suspension Rate for Homeless students

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and staff where consistency is established as well as trust. School Climate - Suspension Rate for Foster Youth - CUHSD has scored in Red, 22.2% of FY have been suspended at least 1 time in 22-23 School Climate - Suspension Rate for Homeless students - CUHSD has scored in Orange, 4.7% of homeless students have been suspended at least 1 time in 22-23 **Scope:** Limited to Unduplicated Student Group(s)	work and projects will assist these students in achieving at higher levels. Foster youth often require targeted services due to their unique circumstances and needs arising from being in foster care. Here are several reasons why targeted services are crucial for foster youth: Trauma and Emotional Support: Many foster youth have experienced trauma due to abuse, neglect, or separation from their biological families. Targeted services such as counseling and therapy are essential to help them address and heal from these emotional wounds. Educational Support: Foster youth often face educational disruptions due to changes in placements or schools. Targeted educational services can provide tutoring, mentoring, and educational advocacy to ensure they receive the academic support they need to succeed. Stability and Continuity: Foster youth experience frequent changes in living situations, which can disrupt their sense of stability and continuity. Targeted services aim to provide consistent support systems, stable housing arrangements, and ongoing relationships with caregivers or mentors. Life Skills Development: Many foster youth may not have learned essential life skills such as budgeting, cooking, or job readiness. Targeted services can offer life skills training and vocational guidance to prepare them for independent living as adults.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Healthcare and Well-being: Foster youth may have unmet healthcare needs or require specialized medical or mental health services. Targeted healthcare services can ensure they receive appropriate medical and dental care, as well as support for mental and emotional well-being. Transition to Adulthood: As foster youth transition to adulthood, they may need targeted services to navigate independent living, pursue higher education, find employment, and establish stable relationships. Transition planning and support services are critical during this phase.	
4.3	**Action:** Family Resource Center Staffing **Need:** FY, homeless students, and SED students are still underperforming when compared to the All Students groups. FY advocates have emphasized the need for trauma informed practices as these students already feel disenfranchised. **Scope:** Limited to Unduplicated Student Group(s)	Increased access to caring adults and basic needs services allows for students to make connections and focus more effectively on academics; exposure to possibilities outside of school gives students hope and vision. A Foster Youth and Homeless Liaison and Family Resource Center staff play a crucial role in supporting students and their guardians in several ways: Navigating Systems: They help students and guardians navigate complex bureaucratic systems, such as school enrollment, financial aid applications, and accessing social services. This guidance ensures that students receive the educational support they are entitled to despite their circumstances. Advocacy: Liaisons advocate for the rights of foster youth and homeless students within the	Metric 4.3. Number of people visiting and accessing the FRC - Sign in Sheets

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		school system. They work to ensure these students have equal access to educational opportunities, extracurricular activities, and resources that can enhance their academic and personal development. Resource Coordination: They connect students and guardians with essential resources such as food assistance, housing support, healthcare services, counseling, and transportation. This helps alleviate immediate needs that could otherwise hinder a student's ability to focus on their education. Educational Stability: One of their primary roles is to promote educational stability for foster youth and homeless students. This includes facilitating school transfers, ensuring proper credit transfers, and providing continuity in education despite changes in living situations. Support and Guidance: Liaisons offer emotional support and guidance to both students and their guardians. They understand the unique challenges these students face and provide a compassionate ear while offering practical solutions to overcome barriers to success. Building Relationships: By building strong relationships with students, guardians, school staff, and community organizations, liaisons create a support network that fosters stability and enhances the overall well-being of the students. Monitoring Progress: They monitor the academic progress and attendance of foster youth and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		homeless students, intervening when necessary to address issues that may affect their educational outcomes.	

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

N/A

Additional Concentration Grant Funding

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

Staff will be added and/or maintained to support student access to a broad course of study and CTE programs in action 1.4 through the hiring of a part time automotive/transportation teacher to replace the Dual Enrollment teacher that has been provided by IVC for a couple of years and will no longer be provided during the school day. Counselors on Special Assignment are already available at the comprehensive sites, and one will be continued at Desert Oasis (action 1.3). Expanded tutoring opportunities in person and through virtual means will be investigated/made available for students in both English and Spanish immediately after school and, hopefully, options later in the evening for those students who participate in extra-curricular activities. We are also looking to increase Instructional Assistants in classrooms for ELs and in math (to better support low income and FY students) in action 1.3. Also, through action 1.3, we are looking to hire an additional Speech Pathologist and maintain the 2 additional School Psychologists hired in previous years. Staff at Phoenix Rising will be maintained to provide continuity of services for students who struggled last year as a 9th grader and are in need of an intensive intervention program with dedicated teachers at PRHS. Additionally, 2 MTSS Specialists were hired in the 23-24 school year (1 at each comprehensive site) to better identify students in need of support and working with staff to provide interventions appropriate for individual student needs,especially for our FY, ELs, and SED students; these positions will be maintained. Maintaining of counseling staff after the expiration of A-G Block Grant dollars will be picked up by LCAP to ensure that caseloads are kept lower supporting CUHSD in meeting student goals and aspirations. Long Term Independent Studies will be reduced to one teacher/one class to continue to provide a virtual setting and serve students who are unable to attend class on any of our campuses. Content experts/teachers will be hired on an hourly basis to support students in their online coursework with depth and mastery of content specific to the courses that they are taking. This will improve students' understanding of their coursework and provide the help necessary for finding success in their online coursework as well as help the district meet the expectations of the UC system for assigning A-G credit to these online classes. We have added a SPED teacher and 2 Inclusion Coaches to support teachers in supporting students with additional needs. A Public Information Officer will be continued to assist in improving communication amongst all educational partners. Awareness is key to improvement; ensuring that parents and families know what is going on and how they can

participate is vital. In action 4.2, the additional Community Liasion, hired in a previous year so that each site has their own Community Liasion who can work with families through issues that may be keeping students from attending on a regular basis and/or making academic progress, will be maintained. A Family Resource Center Coordinator was added in 23-24 and will be continued to address the social-emotional and mental health needs of students and their families; this individual will also continue to serve as the Foster Youth/Homeless Liasion, coordinating with both the COSA and MTSS Specialist on each campus to support FY and Homeless students and their families. Clerical assistance has been hired for the FRC to ensure that when the FRC Coordinator is at another site, families have access to the FRC and its services. Coaches have direct contact with students and can be great interventionists; we are planning to better train our coaching staff in safety and other topics for improved servicing of our students. We will also maintain the added District Nurse and Health Technicians for our unduplicated students in need of additional health services. The increase in campus safety will be maintained (2 FTE security at each comprehensive site) to ensure that students feel safe (especially in the restrooms) and included at the school sites through goal 5. Additional transportation staff (bus drivers, bus driver trainee, etc.) have been included to ensure that bus routes have adequate coverage, are not too crowded, are available after extra-curricular activites, etc. as our unduplicated pupils deserve adequate transpprtation to and from school regardless of their situation and address. CUHSD will continue to partner with the ARC program (although on a reduced scale) to provide staff to work with students before and after school.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$51,721,671.00	16,350,513.00	31.612%	0.000%	31.612%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,350,513.00	$4,508,421.00	$0.00	$0.00	$20,858,934.00	$14,684,360.00	$6,174,574.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Expanded and enhanced options in math and science	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS, PRHS 9-12	Ongoing	$618,818.00	$31,250.00	$650,068.00				$650,068.00	
1	1.2	Standards-aligned instruction and assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing: Common Assessments administered at end of marking periods, MAP Growth administered in August, December, May	$625,000.00	$135,000.00	$10,000.00	$750,000.00			$760,000.00	
1	1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,244,954.00	$600,000.00	$744,954.00	$1,100,000.00			$1,844,954.00	
1	1.4	Expand and maintain CTE offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$558,346.00	$351,500.00	$909,846.00				$909,846.00	
1	1.5	Credit Recovery / Online Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$726,481.00	$195,385.00	$771,866.00	$150,000.00			$921,866.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Expanded/enhanced counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$922,188.00	$0.00	$922,188.00				$922,188.00	
1	1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis 9-12	Ongoing	$0.00	$1,420,000.00	$1,420,000.00				$1,420,000.00	
1	1.8	Enhanced technology (access and connectivity) for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$981,454.00	$546,557.00	$1,528,011.00				$1,528,011.00	
1	1.9	Master Scheduling Resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Rising, Mt Signal Virtual Academy	Ongoing	$336,167.00	$35,000.00	$371,167.00				$371,167.00	
1	1.11	Improved Library resources and access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis	Ongoing	$81,880.00	$4,000.00	$85,880.00				$85,880.00	
1	1.12	College Articulated and Dual Enrollment courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,630.00	$41,370.00	$50,000.00				$50,000.00	
1	1.13	Rigorous curricular offerings and services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	Ongoing	$1,135,555.00	$90,297.00	$1,225,852.00				$1,225,852.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.14	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,500.00	$30,500.00				$30,500.00	
1	1.15	Instructional program improvement support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$195,342.00	$0.00	$195,342.00				$195,342.00	
2	2.1	Access to technology and internet on campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$96,592.00	$549,835.00	$646,427.00				$646,427.00	
2	2.2	Professional Development and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$492,960.00	$310,225.00	$353,185.00	$450,000.00			$803,185.00	
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,250.00	$0.00	$1,250.00				$1,250.00	
3	3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Ongoing	$837,218.00	$125,000.00	$412,218.00	$550,000.00			$962,218.00	
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central, Southwest, Desert Oasis, Phoenix Rising 9-12	Ongoing	$50,000.00	$70,000.00	$20,000.00	$100,000.00			$120,000.00	
3	3.3	Dually Identified Student Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central Union, Southwest, Desert Oasis, Phoenix Rising	Ongoing	$16,233.00	$12,267.00	$3,500.00	$25,000.00			$28,500.00	
3	3.4	Targeted Support Services for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$1,688,471.00	$0.00	$1,688,471.00				$1,688,471.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Increased and Improved Transition Work-Based Experience and Transition Classroom-Based Work Exploration	Students with Disabilities	No			Specific Schools: Central and Southwest 9-12	Ongoing	$6,615.00	$0.00	$0.00	$6,615.00			$6,615.00	
4	4.1	Improved Educational Partner Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$636,419.00	$30,927.00	$667,346.00				$667,346.00	
4	4.2	Targeted Homeless and Foster Youth Services	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.3	Family Resource Center Staffing	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Ongoing	$172,451.00	$30,000.00	$202,451.00				$202,451.00	
4	4.4	Promotion of positive, safe, inclusive student culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
4	4.5	Promote Improved Attendance and Engagement on Campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$117,841.00	$117,841.00				$117,841.00	
4	4.6	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$221,875.00	$13,789.00	$235,664.00				$235,664.00	
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central and Southwest 9-12	Ongoing	$0.00	$115,000.00	$115,000.00				$115,000.00	
4	4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.9	Supplemental Health Services for Low Income Pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$368,040.00	$25,259.00	$393,299.00				$393,299.00	
4	4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Central, Southwest, Desert Oasis	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
5	5.1	Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
5	5.2	Behavior Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All schools except MSVA	Ongoing	$912.00	$6,588.00	$7,500.00				$7,500.00	
5	5.3	Campus Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,396,145.00	$550,987.00	$2,332,687.00	$614,445.00			$2,947,132.00	
5	5.4	ARC Experience After School Program	All	No				Ongoing	$0.00	$365,000.00		$365,000.00			$365,000.00	
6	6.1	Offer social-emotional learning (SEL) programs and workshops	All	No			Specific Schools: Desert Oasis, Phoenix Rising	Ongoing	$21,000.00	$32,000.00		$53,000.00			$53,000.00	
6	6.2	Maintain additional counselor specializing in alternative education	All	No			Specific Schools: Desert Oasis, Phoenix Rising	Ongoing	$210,364.00	$15,997.00		$226,361.00			$226,361.00	
6	6.3	Academic Support	All	No			Specific Schools: Desert Oasis, Phoenix Rising, MSVA	Ongoing	$15,525.00	$65,000.00		$80,525.00			$80,525.00	

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
6	**6.4**	Community Partnerships / CTE Expansion or Enhancement	All	No			Specific Schools: Desert Oasis, Phoenix Rising, MSVA	Ongoing	$17,475.00	$20,000.00		$37,475.00			$37,475.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$51,721,671.00	16,350,513.00	31.612%	0.000%	31.612%	$16,350,513.00	0.000%	31.612 %	**Total:**	$16,350,513.00
								LEA-wide Total:	$11,801,877.00
								Limited Total:	$663,169.00
								Schoolwide Total:	$3,885,467.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Expanded and enhanced options in math and science	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS, PRHS 9-12	$650,068.00	
1	**1.2**	Standards-aligned instruction and assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.3**	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$744,954.00	
1	**1.4**	Expand and maintain CTE offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$909,846.00	
1	**1.5**	Credit Recovery / Online Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$771,866.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Expanded/enhanced counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$922,188.00	
1	1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis 9-12	$1,420,000.00	
1	1.8	Enhanced technology (access and connectivity) for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,528,011.00	
1	1.9	Master Scheduling Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	$10,000.00	
1	1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Rising, Mt Signal Virtual Academy	$371,167.00	
1	1.11	Improved Library resources and access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis	$85,880.00	
1	1.12	College Articulated and Dual Enrollment courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.13	Rigorous curricular offerings and services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	$1,225,852.00	
1	1.14	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,500.00	
1	1.15	Instructional program improvement support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,342.00	
2	2.1	Access to technology and internet on campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$646,427.00	
2	2.2	Professional Development and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$353,185.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
3	3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$412,218.00	
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central, Southwest, Desert Oasis, Phoenix Rising 9-12	$20,000.00	
3	3.3	Dually Identified Student Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Central Union, Southwest, Desert Oasis, Phoenix Rising	$3,500.00	
3	3.4	Targeted Support Services for English Learners	Yes	LEA-wide	English Learners	All Schools	$1,688,471.00	
4	4.1	Improved Educational Partner Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$667,346.00	
4	4.2	Targeted Homeless and Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$25,000.00	
4	4.3	Family Resource Center Staffing	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$202,451.00	
4	4.4	Promotion of positive, safe, inclusive student culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
4	4.5	Promote Improved Attendance and Engagement on Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,841.00	
4	4.6	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$235,664.00	

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 (%)
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central and Southwest 9-12	$115,000.00	
4	4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$393,299.00	
4	4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Central, Southwest, Desert Oasis	$30,000.00	
5	5.1	Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
5	5.2	Behavior Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All schools except MSVA	$7,500.00	
5	5.3	Campus Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,332,687.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,246,163.00	$15,927,794.51

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Expanded and enhanced options in math and science	Yes	$606,722.00	$654,416.87
1	**1.2**	Standards-aligned instruction and assessment	Yes	$760,000.00	$10,863.37
1	**1.3**	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Yes	$1,824,907.00	$924,059.25
1	**1.4**	Expand and maintain CTE offerings	Yes	$779,572.00	$977,586.03
1	**1.5**	Credit Recovery / Online Educational Options	Yes	$951,971.00	$927,306.40
1	**1.6**	Expanded/enhanced counseling services	Yes	$921,490.00	$1,006,813.82
1	**1.7**	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Yes	$920,000.00	$478,221.23
1	**1.8**	Enhanced technology (access and connectivity) for students	Yes	$1,303,011.00	$1,540,962.72
1	**1.9**	Master Scheduling Resources	Yes	$0.00	$87,003.00
1	**1.10**	Schools/Programs of choice - Alternative placement/	Yes	$185,522.00	$315,694.66

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)
		Intervention/support for at-promise students			
1	1.11	Improved Library resources and access	Yes	$174,983.00	$173,072.42
1	1.12	College Articulated and Dual Enrollment courses	Yes	$50,000.00	$29,886.25
1	1.13	Rigorous curricular offerings and services	Yes	$1,225,852.00	$1,167,579.65
1	1.14	College and Career Readiness	Yes	$17,500.00	$41,692.40
1	1.15	Instructional program improvement support	Yes	$194,950.00	$192,285.30
2	2.1	Access to technology and internet on campus	Yes	$646,427.00	$631,586.25
2	2.2	Professional Development and Instructional Support	Yes	$803,185.00	$358,069.81
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	Yes	$1,250.00	$0
3	3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment goals		$1,150,220.00	$350,637.96
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Yes	$120,000.00	$0
3	3.3	Dually Identified Student Support	Yes	$28,500.00	$2,187.44
3	3.4	Targeted Support Services for English Learners	Yes	$1,770,000.00	$1,804,932.94
3	3.5	Increased and Improved Transition Work-Based Experience and	No	$11,165.00	$0

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)
		Transition Classroom-Based Work Exploration			
4	**4.1**	Improved Educational Partner Communication and Engagement	Yes	$592,465.00	$636,911.38
4	**4.2**	Targeted Homeless and Foster Youth Services	Yes	$25,000.00	$19,060.05
4	**4.3**	Family Resource Center Staffing	Yes	$171,329.00	$165,476.02
4	**4.4**	Promotion of positive, safe, inclusive student culture	Yes	$65,000.00	$121,517.14
4	**4.5**	Promote Improved Attendance and Engagement on Campus	Yes	$110,000.00	$101,590.76
4	**4.6**	Transportation Services	Yes	$228,664.00	$235,521.37
4	**4.7**	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	$0.00	$4,213.80
4	**4.8**	Increase Parent Engagement through Parent Incentives and Training Opportunities	Yes	$3,000.00	$565.27
4	**4.9**	Supplemental Health Services for Low Income Pupils	Yes	$401,485.00	$392,693.17
4	**4.10**	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Yes	$30,000.00	$633.27
5	**5.1**	Qualified Teachers	Yes	$20,000.00	$0
5	**5.2**	Behavior Intervention	Yes	$7,500.00	$208.06
5	**5.3**	Campus Well-Being	Yes	$2,947,132.00	$2,280,752.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	ARC Experience After School Program	No	$800,000.00	$258.89
6	**6.1**	Offer social-emotional learning (SEL) programs and workshops	No	$53,000.00	$30,699.50
6	**6.2**	Hire additional counselor and social worker specializing in alternative education	No	$226,361.00	$129,301.82
6	**6.3**	Academic Support	No	$80,525.00	$133,533.34
6	**6.4**	Community Partnerships	No	$37,475.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$15,283,363.00	$14,697,972.00	$15,283,363.00	($585,391.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expanded and enhanced options in math and science	Yes	$606,722.00	$654,416.87		
1	1.2	Standards-aligned instruction and assessment	Yes	$10,000.00	$10,863.37		
1	1.3	Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	Yes	$724,907.00	$924,059.25		
1	1.4	Expand and maintain CTE offerings	Yes	$779,572.00	$977,586.03		
1	1.5	Credit Recovery / Online Educational Options	Yes	$801,971.00	$927,306.40		
1	1.6	Expanded/enhanced counseling services	Yes	$921,490.00	$1,006,813.82		
1	1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Yes	$920,000.00	$478,221.23		
1	1.8	Enhanced technology (access and connectivity) for students	Yes	$1,303,011.00	$1,540,962.72		
1	1.9	Master Scheduling Resources	Yes	$0.00	$87,003.00		
1	1.10	Schools/Programs of choice - Alternative placement/ Intervention/support for at-promise students	Yes	$185,522.00	$315,694.66		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Improved Library resources and access	Yes	$174,983.00	$173,072.42		
1	1.12	College Articulated and Dual Enrollment courses	Yes	$50,000.00	$29,886.25		
1	1.13	Rigorous curricular offerings and services	Yes	$1,225,852.00	$1,167,579.65		
1	1.14	College and Career Readiness	Yes	$17,500.00	$41,692.40		
1	1.15	Instructional program improvement support	Yes	$194,950.00	$192,285.30		
2	2.1	Access to technology and internet on campus	Yes	$646,427.00	$631,586.25		
2	2.2	Professional Development and Instructional Support	Yes	$353,185.00	$358,069.81		
2	2.3	Curriculum Development/Collaboration and Cross Department Collaboration	Yes	$1,250.00	$0		
3	3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Yes	$20,000.00	$0		
3	3.3	Dually Identified Student Support	Yes	$3,500.00	$2,187.44		
3	3.4	Targeted Support Services for English Learners	Yes	$1,770,000.00	$1,804,932.94		
4	4.1	Improved Educational Partner Communication and Engagement	Yes	$592,465.00	$636,911.38		
4	4.2	Targeted Homeless and Foster Youth Services	Yes	$25,000.00	$19,060.05		
4	4.3	Family Resource Center Staffing	Yes	$171,329.00	$165,476.02		
4	4.4	Promotion of positive, safe, inclusive student culture	Yes	$65,000.00	$121,517.14		
4	4.5	Promote Improved Attendance and Engagement on Campus	Yes	$110,000.00	$101,590.76		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.6**	Transportation Services	Yes	$228,664.00	$235,521.37		
4	**4.7**	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	$0.00	$4,213.80		
4	**4.8**	Increase Parent Engagement through Parent Incentives and Training Opportunities	Yes	$3,000.00	$565.27		
4	**4.9**	Supplemental Health Services for Low Income Pupils	Yes	$401,485.00	$392,693.17		
4	**4.10**	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Yes	$30,000.00	$633.27		
5	**5.1**	Qualified Teachers	Yes	$20,000.00	$0		
5	**5.2**	Behavior Intervention	Yes	$7,500.00	$208.06		
5	**5.3**	Campus Well-Being	Yes	$2,332,687.00	$2,280,752.90		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$49,585,891.00	$15,283,363.00	0%	30.822%	$15,283,363.00	0.000%	30.822%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(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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