LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union High School District
CDS Code: 13631150000000
School Year: 2024-25
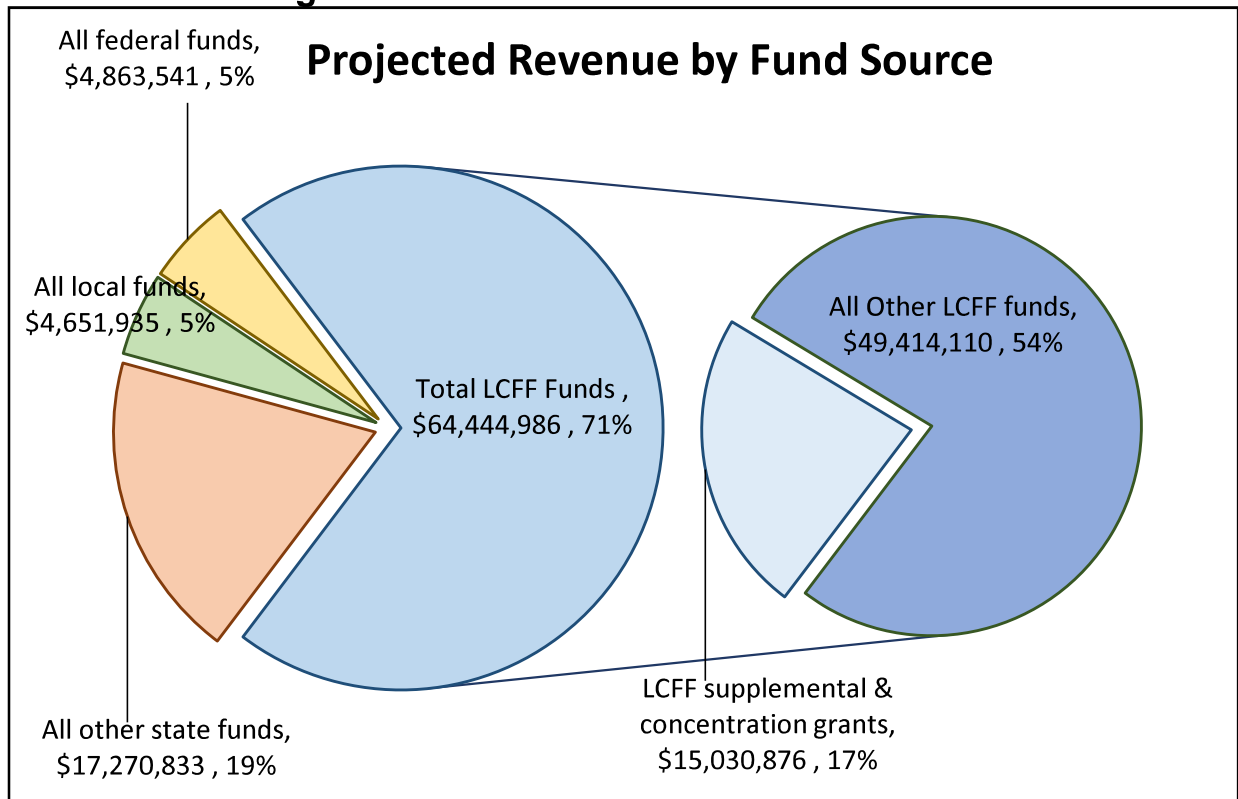LEA contact information:
David Farkas
Superintendent
dfarkas@mycuhsd.org
760-336-4515

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $4,863,541 , 5%
All local funds, $4,651,935 , 5%
Total LCFF Funds , $64,444,986 , 71%
All other state funds, $17,270,833 , 19%
All Other LCFF funds, $49,414,110 , 54%
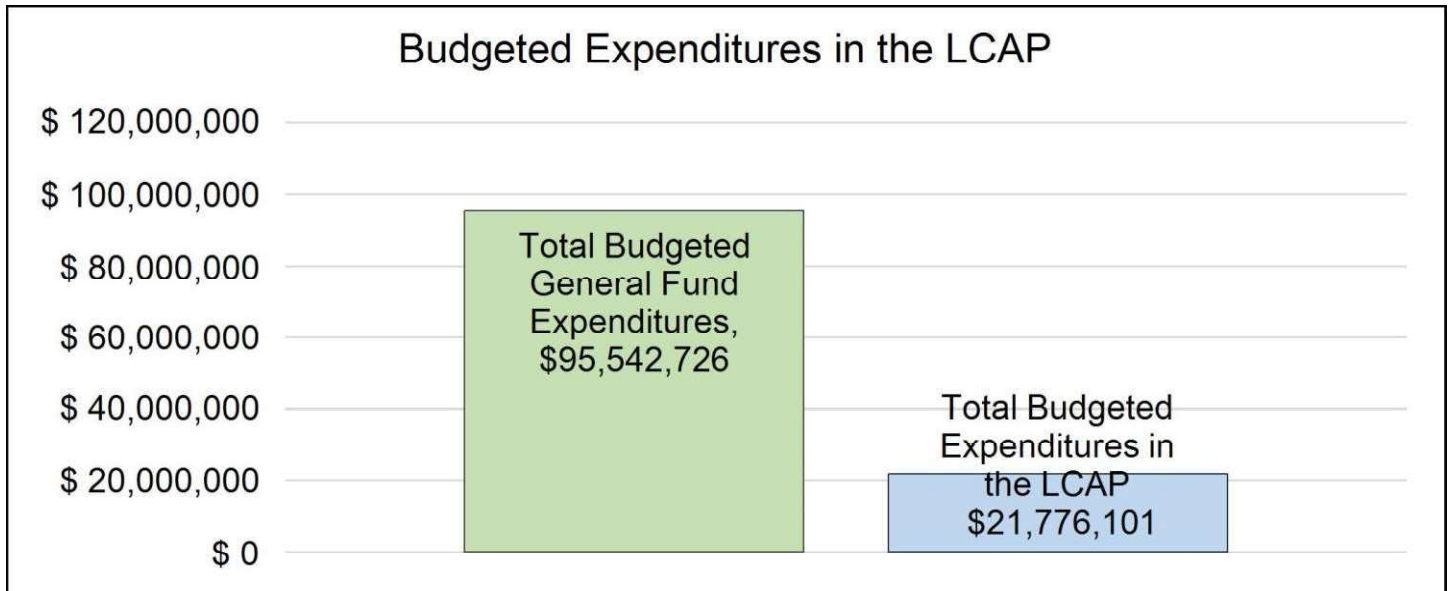LCFF supplemental & concentration grants, $15,030,876 , 17%

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 $91,231,295, of which $64,444,986 is Local Control Funding Formula (LCFF), $17,270,833 is other state funds, $4,651,935 is local funds, and $4,863,541 is federal funds. Of the $64,444,986 in LCFF Funds, $15,030,876 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $95,542,726	Total Budgeted Expenditures in the LCAP $21,776,101

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

The text description of the above chart is as follows: Central Union High School District plans to spend $95,542,726 for the 2024-25 school year. Of that amount, $21,776,101 is tied to actions/services in the LCAP and $73,766,625 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
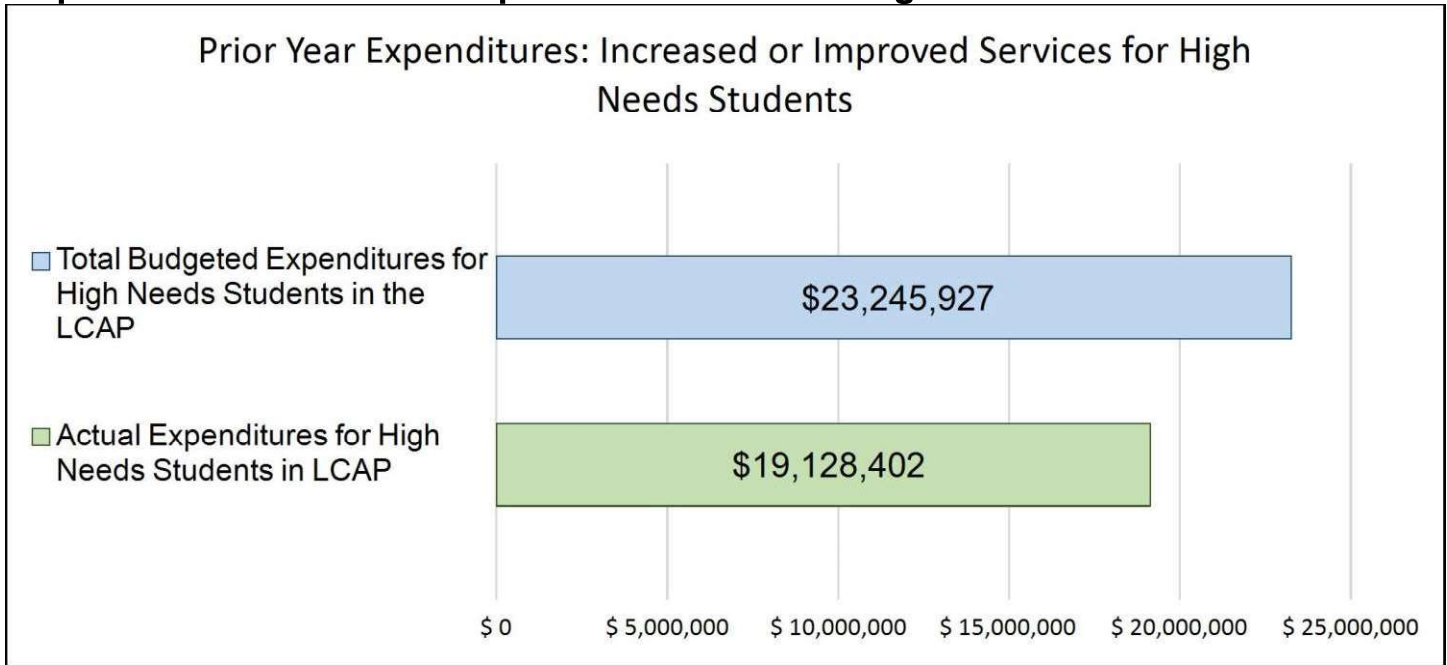
The budgeted expenditures not included in the LCAP will be used for certificated and classified salaries, employee benefits, books and supplies, and other operating expenses for the District.

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

In 2024-25, Central Union High School District is projecting it will receive $15,030,876 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 $20,839,226 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $23,245,927
- ☐ Actual Expenditures for High Needs Students in LCAP — $19,128,402

| | $0 | $5,000,000 | $10,000,000 | $15,000,000 | $20,000,000 | $25,000,000 |

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 2023-24, Central Union High School District's LCAP budgeted $23,245,927 for planned actions to increase or improve services for high needs students. Central Union High School District actually spent $19,128,402 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-4,117,525 had the following impact on Central Union High School District's ability to increase or improve services for high needs students:

Goal 1: Staff shortages and/or unavailability created an issue with hiring and recruiting staff. While a sense of normalcy from COVID has been developed, availability of staff to participate in professional learning and collaborative planning activities for which we had planned outside of the school day was low. Not all content areas collaborated and created/modified formative or summative common assessments which did hinder the ability to analyze common data and revise instruction based on those needs. Another challenge was that we had several District projects/initiatives in the works and the architectual schematics for some facility improvements, like Central's library, were not completed. Many of the actions in goal 1 were partially implemented, so they were only partially effective. We continue to need to be more strategic in utilizing our resources to support our most needy student groups and this will take time and human resources.

Goal 2: Staff shortages and/or availability again created an issue where positions were not filled that supported instruction in the areas of educational technology and CTE/College and Career by a dedicated instructional coach. We have had a hard time with the availability of employees after school. Support was provided in all areas, especially in the area of new teachers; however, additional instructional coaching staff were not hired. Also, in-person professional development, cross department collaboration, and travel

and conferences were funded on a limited basis with LCAP as other available, expiring funds were used to fund/complete this work.

Goal 3: Services were provided; however, not all funds were expended. We overbudgeted. Actions were fully implemented.

Goal 4: We are waiting on orders to be fulfilled in areas like transportation (buses). Some overtime went unused as well as money for supplies. Due to facility shortages, no FRC or Parent Education and Engagement Center have been created on each campus. A fulltime FRC Coordinator was hired mid-year, and she has begun the process of reestablishing the Family Resource Center and spreading services through the FRC throughout the District. Some of these dollars were diverted to the increase in wage of employees in this area due to settlement of negotiations and, therefore, updated salaries. Parent Engagement Centers and services for high needs families in a site-based location were not offered as described in LCAP. We are still struggling with filling bus driver positions to keep transportation for students seamless.

Goal 5: CUHSD continues to work toward hiring fully credentialed teachers to fulfill the State's expectation with regard to highly qualified staff. We also continue to support those that are hired through the Induction process to receive clear credentials. Campus safety is an area where we also continue to work, but funding is not the problem so much as behavior is; we have to address the root causes of the behaviors taking place in the restrooms (vaping) and ensure cleanliness and upkeep of restroom facilities. Safe Non-Threatening Spaces were created in areas where space was available but not to extent that was first imagined due to facility shortage. We are also offering a safe space to students through the Counselor of the Day program where a counselor one day each week does not schedule themselves for any meetings. Instead, the counselor is available to anyone who walks in with a need. Materials and have been purchased to make offices more comfortable through alternative seating, lighting, sensory items, etc. Additionally, CUHSD was finally able to bring back School Resource Officers in collaboration/partnership with the El Centro Police Department. In order to provide safe and secure campuses, CUHSD contracted with an outside security company to assist with safety at the sites.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	Promote the academic achievement of all students, particularly for low-income, foster youth, and English learner students, by working collaboratively with our school and local community with the purpose of increasing graduation rates and college and career readiness through implementing state standards and a broad course of study (REVISED)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - English Language Arts - Percentage of students who have met or exceeded standards	2018-2019 All Students: Green (21.8 points above standard) ADJUSTED 49.01% MET OR EXCEEDED STANDARDS English Learners: Red (48.4 points below standard) ADJUSTED 12.81% MET OR EXCEEDED STANDARDS Students with Disabilities: Red (117.1 points below standard)	2020-2021 (70% OF 11TH GRADERS TESTED) All Students: 62% Met or Exceeded Standards English Learners: 11% Met or Exceeded Standards Students with Disabilities: 10% Met or Exceeded Standards Homeless: 53% Met or Exceeded Standards	2021-2022 (91.99% OF 11TH GRADERS TESTED) All Students: Medium (24.5 points above standard) 62.52% Met or Exceeded Standards English Learners: Low (44.8 points below standard) 15.16% Met or Exceeded Standards Students with Disabilities: Very Low (90.1 points below standard)	2022-2023 (97% OF 11TH GRADERS TESTED) All Students: Yellow (11.9 points above standard) 54.88% Met or Exceeded Standards English Learners: Red (55.3 points below standard) 10.32% Met or Exceeded Standards Students with Disabilities: Red (110.5 points below standard)	All Students: Maintain Green Level and grow 15.2 points above standard to 37 points above standard) ADJUSTED 75% MEET OR EXCEED STANDARDS English Learners: Grow at 20 points to 28.4 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS Students with Disabilities: Grow at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ADJUSTED 16.35% MET OR EXCEEDED STANDARDS Homeless: Green (26 points above standard) ADJUSTED 32.86% MET OR EXCEEDED STANDARDS Foster Youth: No performance color Socially Economically Disadvantaged: Green (12.2 points above standard) ADJUSTED 39.19% MET OR EXCEEDED STANDARDS	Foster Youth: No Data Available Low Income: 55% Met or Exceeded Standards	13.34% Met or Exceeded Standards Homeless: Low (25.4 points below standard) 36% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Medium (7.4 points above standard) 56.2% Met or Exceeded Standards	12.5% Met or Exceeded Standards Homeless: Orange (29.3 points below standard) 43.75% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange (1.2 points below standard) 48.99% Met or Exceeded Standards	least 20 points to 97.1 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS Homeless: Maintain Green Level and grow 15 points to 41 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS Foster Youth: No performance color Socially Economically Disadvantaged: Maintain Green Level and grow 12.8 points to 25 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS
California School Dashboard - Mathematics - Percentage of students who have met or exceeded standards	2018-2019 All Students: Yellow (81.5 points below standard) ADJUSTED 39.73% MET OR EXCEEDED STANDARDS	2020-2021 (65% OF 11TH GRADERS TESTED) All Students: 23% Met or Exceeded Standards	2021-2022 (91.65% OF 11TH GRADERS TESTED) All Students: Low (89.3 points below standard)- 20.39% Met or Exceeded Standards	2022-2023 (96% OF 11TH GRADERS TESTED) All Students: Orange (91.4 points below standard)- 20.86% Met or Exceeded Standards	All Students: Grow at least 31.5 points to 50 points below standard. ADJUSTED 40% MEET OR EXCEED STANDARDS English Learners: Grow at least 39.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: Red (139.8 points below standard) ADJUSTED 12.58% MET OR EXCEEDED STANDARDS	English Learners: 2% Met or Exceeded Standards	English Learners: Very Low (142.9 points below standard) - 2.45% Met or Exceeded Standards	English Learners: Orange (139 points below standard - Increased 8.6 points) - 1.67% Met or Exceeded Standards -	points to 100 points below standard. ADJUSTED 13% MEET OR EXCEED STANDARDS
	Students with Disabilities: Red (213.8 points below standard) ADJUSTED 12.61% MET OR EXCEEDED STANDARDS	Students with Disabilities: 2% Met or Exceeded Standards	Students with Disabilities: Very Low (191.3 points below standard) - 1.37% Met or Exceeded Standards	Students with Disabilities: Orange (184.5 points below standard - Increased 11.5 points) - 0% Met or Exceeded Standards	Students with Disabilities: Grow at least 50 points to 163.8 points below standard. ADJUSTED 13% MEET OR EXCEED STANDARDS
	Hispanic: Yellow (86.1 points below standard) ADJUSTED 28.05% MET OR EXCEEDED STANDARDS	Hispanic: 20.37% Met or Exceeded Standards	Homeless: Very Low (128.8 points below standard) - 4.35% Met or Exceeded Standards	Homeless: Orange (125 points below standard - Increased 10.9 points) - 6.25% Met or Exceeded Standards	Hispanic: Grow at least 48 points to 50 points below standard. ADJUSTED 30% MEET OR EXCEED STANDARDS
	Homeless: Yellow (98 points below standard) ADJUSTED 22.69% MET OR EXCEEDED STANDARDS	Homeless: 15% Met or Exceeded Standards	Foster Youth: No Data Available	Foster Youth: No Data Available	Foster Youth: No performance color
	Foster Youth: No performance color	Foster Youth: No Data Available	Low Income: Low (100.7 points below standard) - 16.5% Met or Exceeded Standards	Low Income: Orange (105 points below standard) - 16.43% Met or Exceeded Standards	SED: Grow at least 43.3 points to 50 points below standard. ADJUSTED 30% MEET OR EXCEED STANDARDS
	Socioeconomically Disadvantaged: Yellow (93.3 points below standard)	Low Income: 17% Met or Exceeded Standards			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ADJUSTED 27.48% MET OR EXCEEDED STANDARDS				
California School Dashboard - English Learner Progress Indicator - Percentage of students who increase or decrease by one level	2018-2019 ELs Who Decreased at Least One ELPI Level: 17.5% ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2% ELs Who Maintained ELPI Level 4: 8.3% ELs Who Progressed at Least one ELPI Level: 42.8% ADJUSTED ALL ELS: LEVEL 4 WELL DEVELOPED - 16.4% LEVEL 3 MODERATELY DEVELOPED - 37.77% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36%	2020-2021 (84% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV ALL ELS: LEVEL 4 WELL DEVELOPED - 20.58% LEVEL 3 MODERATELY DEVELOPED - 36.80% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36% LEVEL 3 MODERATELY DEVELOPED - 26.79%	2021-2022 ELs Who Decreased at Least One ELPI Level: 18.1% ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 30.5% ELs Who Maintained ELPI Level 4: 7.7% ELs Who Progressed at Least one ELPI Level: 43.7% 51.4% of ELs making progress toward English Language proficiency 2021-2022 (95.6% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV ALL ELS: LEVEL 4 WELL DEVELOPED - 21.56%	2022-2023 ELs Who Decreased at Least One ELPI Level: 17.3% ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.3% ELs Who Maintained ELPI Level 4: 6.7% ELs Who Progressed at Least one ELPI Level: 44.7% 50.5% of ELs making progress toward English Language proficiency 2022-2023 (97.2% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV ALL ELS: LEVEL 4 WELL DEVELOPED - 16.5%	Decrease percentage of students who decrease one level by 3% to 14.5% and increase the percentage of students who increased one ELPI level by 3% to 45.8%. ADJUSTED: ALL ELS: LEVEL 4 WELL DEVELOPED - 25% LEVEL 3 MODERATELY DEVELOPED - 40% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 10% LEVEL 3 MODERATELY DEVELOPED - 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LEVEL 3 MODERATELY DEVELOPED - 26.79%	ELS WHO ARE EXPERIENCING HOMELESS NESS:	LEVEL 3 MODERATELY DEVELOPED - 37.21%	LEVEL 3 MODERATELY DEVELOPED - 33.7%	ELS WHO ARE EXPERIENCING HOMELESS NESS:
	ELS WHO ARE EXPERIENCING HOMELESS NESS:	LEVEL 4 WELL DEVELOPED - 26.47%	ELS WITH DISABILITIES:	ELS WITH DISABILITIES: (HUGE INCREASES)	LEVEL 4 WELL DEVELOPED - 30%
	LEVEL 4 WELL DEVELOPED - 26.47%	LEVEL 3 MODERATELY DEVELOPED - 32.35%	LEVEL 4 WELL DEVELOPED - 5.71%	LEVEL 4 WELL DEVELOPED - 18.18%	LEVEL 3 MODERATELY DEVELOPED - 35%
	LEVEL 3 MODERATELY DEVELOPED - 32.35%	ELS WHO ARE LOW INCOME:	LEVEL 3 MODERATELY DEVELOPED - 28.10%	LEVEL 3 MODERATELY DEVELOPED - 35.61%	ELS WHO ARE LOW INCOME:
	ELS WHO ARE LOW INCOME:	LEVEL 4 WELL DEVELOPED - 20.27%	ELS WHO ARE EXPERIENCING HOMELESSNESS:	ELS WHO ARE EXPERIENCING HOMELESSNESS:	LEVEL 4 WELL DEVELOPED - 25%
	LEVEL 4 WELL DEVELOPED - 20.27%	LEVEL 3 MODERATELY DEVELOPED - 36.06%	LEVEL 4 WELL DEVELOPED - 22.58%	LEVEL 4 WELL DEVELOPED - 11.68%	LEVEL 3 MODERATELY DEVELOPED -40%
	LEVEL 3 MODERATELY DEVELOPED - 36.06%		LEVEL 3 MODERATELY DEVELOPED - 32.26%	LEVEL 3 MODERATELY DEVELOPED - 26.62%	
			ELS WHO ARE LOW INCOME:	ELS WHO ARE LOW INCOME:	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - College and Career Readiness Indicator - Percent of students who meet prepared status	2018-2019 All Students: Green (43% prepared) Students with Disabilities: Orange (7.4% prepared) White: Orange (46.9% prepared) English Learners: Yellow (25% prepared) Foster Youth: No performance color Socioeconomically Disadvantaged: Green (41.9% prepared)	See the following metrics for components of CCI: A-G, AP, CAASPP, CTE Completion	See the following metrics for components of CCI: A-G, AP, CAASPP, CTE Completion	2022-2023 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) Foster Youth: No performance color Socioeconomically Disadvantaged: Medium (35.8% prepared) Homeless - Low (21.3% prepared)	All Students: Grow at least 7% to 50% prepared Students with Disabilities: Grow at least 2.6% with 10% prepared White: Grow at least 3.1% with 50% prepared English Learners: Grow at least 10% with 35% prepared. Foster Youth: No performance color Socioeconomically Disadvantaged: Grow at least 5% to 46.9% prepared
			LEVEL 4 WELL DEVELOPED - 22.08% LEVEL 3 MODERATELY DEVELOPED -36.9%	LEVEL 4 WELL DEVELOPED - 15.65% LEVEL 3 MODERATELY DEVELOPED - 34.05%	
Graduation Rate	2018-2019 All Students: Green 92.4% graduated	2020-2021 FOUR YEAR COHORT GRADUATION RATE	2021-2022 FOUR YEAR COHORT GRADUATION RATE	2022-2023 FOUR YEAR COHORT GRADUATION RATE	All Students: Increase graduation rate to 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: Orange 86.2% graduated Students with Disabilities: 90.7% graduated English Learners: 83.3% graduated Foster Youth: 80% graduated Socioeconomically Disadvantaged: 88.1% graduated	All Students: 84.3% graduated Students Experiencing Homelessness: 73.9% graduated Students with Disabilities: 82.8% graduated English Learners: 77.3% graduated Foster Youth: 69.2% graduated Low Income: 83% graduated	All Students: 89.3% graduated (Medium) Students Experiencing Homelessness: 90.7% graduated (High) Students with Disabilities: 83% graduated (Medium) English Learners: 82.4 % graduated (Medium) Foster Youth: graduated (No Performance Level) Low Income: 88.9% graduated (Medium)	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)	Homeless: Increase graduation rate to 90% Students with Disabilities: Increase graduation rate to 94% English Learners: Increase graduation rate to 90% Foster Youth: Increase graduation rate to 85% Socioeconomically Disadvantaged: Increase graduation rate to 93%
CTE Completers - Percent of completers	CALPADS 3.15 2019-2020 12th Graders - 72.5% completers 11th Graders - 16% completers	2020-2021 12th Graders - 57% completers 11th Graders - 16% completers	2021-22 407 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 12th Graders - 40.4% completers	2022-23 420 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 12th Graders - 54.8% completers (CUHS-43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%)	Increase the number of 12th grade completers by 5% to 77.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Broad Course of Study: CTE Pathways - Number of pathways	CTE Pathways 2020-2021 Design, Visual and Media Arts Residential and Commercial Construction Engineering Technology Information Support and Services Financial Services System Diagnostics, Services, and Repair Public Safety Agricultural Business Agriscience Animal Science Patient Care Food Services and Hospitality Hospitality, Tourism, and Recreation	CTE Pathways 2021-2022 Design, Visual and Media Arts Residential and Commercial Construction Engineering Technology Information Support and Services Financial Services System Diagnostics, Services, and Repair Public Safety Agricultural Business Agriscience Animal Science Patient Care Food Services and Hospitality Hospitality, Tourism, and Recreation Biotechnology**	CTE Pathways 2022-2023 Design, Visual and Media Arts Residential and Commercial Construction Engineering Technology Information Support and Services Financial Services Public Safety Agricultural Business Agricultural Mechanics Agriscience Animal Science Patient Care Food Services and Hospitality Hospitality, Tourism, and Recreation Biotechnology Personal Services	CTE Pathways 2023-2024 Design, Visual and Media Arts Residential and Commercial Construction Engineering Technology Information Support and Services x2 (CUHS & DOHS) Financial Services Public Safety x 2 (Law Academy & Cadets) Agricultural Business Agricultural Mechanics Agriscience Animal Science Patient Care Food Services and Hospitality Hospitality, Tourism, and Recreation Biotechnology Personal Services	Add the following two pathways/sectors: Biomedical Sciences Education, Child Development, and Family Services
A-G Completion Rate - Percent of students completing a-g requirements	Data Quest indicates that the 2019-2020 A-G completion rate was 32%.	Data Quest indicates that the 2020-2021 A-G completion rate was 29.3%.	CDE Dashboard indicates that completion rate for 21-22 was 19.9%.	CDE Dashboard indicates that completion rate for 22-23 was 29.1%. CUHS - 29.5% SHS- 34.7%	A-G completion rate of 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				DOHS - 0% MSVA - 2.4%	
English learner reclassification rate	Ed Data for 19-20: 7.2%	Ed Data for 2020-2021: 8%	10.9% of ELs reclassified in 21-22	22.19% of ELs reclassified in 22-23	10% reclassification rate
Advanced Placement Test with a 3 or higher and/or IB test with a 4 or Better	Data Quest 19-20 AP Test - 16.4% IB Test - 2.2%	2020-2021 AP Test - 34% IB Test - 37%	Collegeboard Results 21-22 AP Test - Total # of Students Taking Exams: 471 Number of Exams Administered: 757 Average Score: 2.5 Exams w/Scores of 3 or Higher - 48% IB Test - Total # of Students Taking Exams: 99 Number of Exams Administered: 241 Exams w/scores of 4 or higher - 144 or 68.9% # of candidates who passed the diploma - 8	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	ADJUSTED: AP Test - 25% to 40% IB Test - 5% to 40%
Percent of students completing A-G Requirements plus a CTE Pathway	2019-2020 Central Union High School District: 118/984 = 12% Central Union High School: 50/484 = 10.3%	2020-2021 Central Union High School District: 13% Central Union High School: 9% Desert Oasis High School: 0%	2021-2022 Central Union High School District: 13.2% Hispanic - 12.3% White - 33.3% ELs - 4%	2022-2023 Central Union High School District: 16.8% (Asian-36.4%, Hispanic16.1%, White-36.4%, EL-	Central Union High School District: 16% Central Union High School: 13% Southwest High School: 18% Plus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Southwest High School: 68/448 = 15.18% Plus Desert Oasis High School: 0/52 = 0%	Southwest High School: 14%	SED - 10.7% SWD - 1.9% Homeless - 5.3%	4.4%, LI-14.1%, SWD-1.8%, Homeless-9.5%) Central Union High School: 17.1% Desert Oasis High School: 0% Southwest High School: 20.1% Mt Signal Virtual Academy - 0%	Desert Oasis High School: 3%
Priority 7: Broad Course of Study - Percent of sub-group population students enrolled in VAPA	ELs and Students with IEPS take a mandatory support class that prevents them from taking electives, CTE courses, or VAPA Courses and they often represent less than 10% of the total.	2021-2022 Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: 5.7% ELs: 13.2% Foster Youth: 0.4% Homeless: 2.1%	2022-2023 Percentage of total number of students enrolled in visual and performing arts courses (2066, 2501, 2502, 2503, 2511): Students with IEPs: 3.47% ELs: 1.4% Foster Youth: 0% Homeless: 3.4% REVISED: In previous year, only 5 courses were queried for # of students enrolled in VAPA courses (2066, 2501, 2502, 2503, 2511). New numbers reflect students enrolled in all VAPA courses.	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%	Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: 10% ELs: 15% Foster Youth: 1% Homeless: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-2023 Percentage of total number of students enrolled in visual and performing arts courses: Students with IEPs: 160 students - 34.7% ELs: 225 students - 21.5% Foster Youth: 8 students - 34.8% Homeless: 37 students - 21%		
Percent of students stating that "school is really boring" or "school is worthless and a waste of time" on the California Healthy Kids Survey			2022-2023: 36% of 9th graders and 39% of juniors state that school is really boring 11% of 9th graders and 13% of 11th graders state that school is worthless and a waste of time	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	Reduce number of students who state that school is really boring and/or that school is worthless and a waste of time to under 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				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.	

Goal Analysis

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

1.1 - Expanded and enhanced options in math and science - Fully Implemented - A continuation of the additional math and science class options have assisted students in finding success through more nontraditional means. While these changes have assisted students in finding success in some of our additional class options as far as grades go, we have not seen the increase in 11th grade CAASPP scores (only 20.86% of our All Student group, 1.57% of ELs, 0% of SWD, 6.25% of our homeless students, and 16.43% of our LI students scored met or exceeded standard in math). In science, which will appear on the Dashboard next year, 23.19% of our All Student group, 2.56% of our SWD, 17.8% of LI, 0% of ELs, and 14.29% of our Homeless students scored Standard Met or Exceeded. Additionally, as some of these classes are CTE courses, students report that the hands-on nature of classes make understanding the content easier and the class more engaging and enjoyable. Our task is to make traditional math and science classes just as engaging and help students see the relevancy of the content to

their lives. For this purpose, we began down the road of Teacher Clarity training in the 23-24 school year with the intent for teachers to more fully think through and prepare for lessons by taking into consideration three questions: What am I learning (learning target that should be derived from a grade level standard focusing on skills)? Why am I learning it (relevancy)? How will I know that I have learned it (success criteria that help both teacher and student know where they are in learning, what needs to be retaught/prioritized for learning, and drives the determation of next steps for instruction/learning). CUHSD is still in the initial stages of understanding and implementing Teacher Clarity. This will be continued in the next 3 years to ensure that instruction is intentional and that data drives instruction. Challenges include the actual adjustments that need to take place with regard to instructional practices and engagement of students. A continued focus on Teacher Clarity and the intentional instructional process will be implemented. There were no substantive differences in planned actions and actual implementation.

1.2 - Standards-aligned formative and summative assessments - Partially implemented - This goal was not well carried out at least in terms of expending dollars. Other funding sources also addressed this kind of work, so while curriculum work and assessment creation/development/modifications may have occurred in some departments and/or content areas, these LCAP dollars were not fully utilized. Challenges include the need for more time and human resources need to be delegated to this endeavor. Training and data analysis are also need for staff to make intentional adjustments to assessments and assessment practices. In the current year, we have limited data regarding the success of this implementation.

1.3 - Tutoring - Partially implemented - While tutoring occurred on all of our campuses, other sources of funding were utilized for the paying of hourly wages. Finding enough qualified tutors has been difficult for us, so hiring has not been as fruitful as we would like. Therefore, placement of additional adults in classrooms or available after school is not as high as we would prefer.

1.4 - Expand CTE offerings - Fully Implemented - Continued support of newer pathways like Ag Mechanics, Biomed, and the Cadet program has occurred ensuring that students are getting both instruction and experiences in industry sectors of their choice. Our completion rate in CTE for 12th grade students is currently 54.8% (CUHS-43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%). Our College and Career Readiness Indicator shows our All Student group at 40%, Students with Disabilities at 9.7%, Hispanic at 38.8%, English Learners at 17.7%, Socioeconomically Disadvantaged at 35.8% prepared, and Homeless at 21.3% prepared. While we are not where we want to be, we are not far away from our pre-pandemic numbers and our CTE pathways are flourishing and growing. Two more pathways are planned for beginning in the 24-25 school year. Additionally, we have a decent number of nontraditional completers (based on gender) in pathways. Central: Construction - 13.2%, Public Safety - 36.4% (for a total of 9.2%) and at Southwest: Ag Business - 86.7%, Agriscience - 67.7%, Patient Care - 31.6%, and Culinary - 28.5% (for a total of 28.5%).

1.5 - Credit Recovery - Fully Implemented - Credit Recovery options were offered during Summer School, during the school day of the academic year, and after school of the academic year (or in a combination of these offerings) at all in person schools in addition to regular coursework and classes. Graduation rates are still below pre-pandemic numbers and have not been consistent throughout the 3-year LCAP cycle (92.4% in 18-19, 84.3% in 20-21, 89.3% in 21-22, 84.8% in 22-23 with subgroup completion rates being lower than the all students rate). Some students report that they like the online classes better than in person instruction because of the rate they are able to move through courses. Other students do better with in person instruction. Total of students currently enrolled (and, in theory, also the number of courses with the potential of being completed this semester) in a Credit Recovery course is 763; total numbers of courses already completed

through Credit Recovery this school year is 334 courses at Central, 417 courses at Desert Oasis, 390 students at Southwest, and 55 courses at Phoenix Rising.

1.6 - Intervention and supports for struggling students - Partially Implemented - No major substantive differences. Dashboard data shows that our current interventions are not having the impact necessary to support students in their current reality, especially those who need it most. While our current interventions are available and assist certain populations of students, they are not having the far-reaching impact necessary. Feedback sessions with educational partners suggest that more still needs to be done in building relationships, planning effective and engaging instruction, and using multiple modalities and strategies to support students. More of the same (tutoring after school mirroring instruction is not always helpful and is not drawing in students). Reteach, Retake, Replace (RRR) opportunities have been made in some content areas to allow students to demonstrate proficiency/mastery and to raise grades. Tutoring has been available after school and during Saturday School. MTSS Coordinators at the comprehensive sites have been hired and are working through SST and 504 meetings with additional responsibilities being added incrementally. Reading programs are being investigated; SPED will be moving forward with Orton-Gillingham and Wilson Reading System while the comprehensive sites are considering a few programs (Think Cerca and LightSail are examples) for assisting students with low reading skills that are impacting their ability to successful in coursework to be implemented in 24-25. Extended transportation for students with transportation issues, especially after extra-curricular activities and later in the evening is still being investigated as finding and retaining enough drivers for current routes has been difficult. Tutoring options in the virtual world with a live school employee later in the evening (after activities are complete) has been requested during feedback sessions. Additionally, there is a need to improve Tier 1 instruction and implement interventions in the classroom while developing effective Tier 2 and Tier 3 interventions for academics. We need to continue to develop and refine our MTSS system in the world of academics.

1.7 - Increased instructional time to provide support and services - Partially Implemented - Advisory is part of every student's school day and is meant to be a time to build relationships, intervene, remediate, and provide enrichment activities. There are mixed results here depending on the planning and diligence of individual educators. If analyzing CHKS results, there has not been much of an increase in student feedback regarding climate. About 50% of our students report that that they like part of the school, 37% find school to be really boring, and 11% state that school is worthless and a waste of time. All while, 78% of students state they try hard on school work. Previous school year reports have similar numbers. The challenge has been teacher buy-in and appropriate use of time as well as monitoring of its implementation by administrators. Through the negotiations process this school year, Advisory has been more fully defined and expectations delineated in an attempt to increase the utilization and effectiveness of Advisory. We also need to do more in the way of training for classified/support staff.

1.8 - Doesn't exist; previously removed.

1.9 - Expanded/enhanced counseling services - Fully Implemented and substantive differences. COSAs are working with our at risk, low income, homeless, and Foster Youth students to provide supplemental services and ensure students are receiving the additional services that they need to be successful. Counselors are meeting with parents during extended hours to accomodate parents' availability and to offer additional counseling services when needed. Continued professional development for counselors and Family Resource Staff (Foster Youth/Homeless Liasion) has also occurred to ensure that we are offering the most research based, up to date services. A-G completion rates are on the rise and back to pre-pandemic numbers. CTE pathway completion rates are also back up. CUHSD hit our goal for percent of students completing a-g requirements plus a CTE pathway except for at Desert Oasis in 22-23 (Central Union High School District: 16.8%, Central Union High School: 17.1%, Southwest High School: 20.1%, Desert Oasis High School: 0%). Feedback from parents and students

through feedback sessions is that CUHSD does a good job in advertising and communicating CTE pathway information, a-g requirements vs graduation requirement information, but we can do better in communicating with parents and students about other academic course options available (i.e. math and science options).

1.10 - Intervention/support for at-risk 9th grade students - Fully Implemented - No major substantive differences other than the fact that the students enrolled are 10th graders (we did away with our reclassification of students based on credits completed, or lack thereof). Students enrolled at PRHS are students who were unsuccessful during their 9th grade year and need an opportunity to recoup credits at a faster rate than they would be able to at a comprehensive site. Smaller class sizes and more one on one assistance is the key to getting students back on track.

1.11 - Targeted support services for English Learners - Fully implemented - Support staff for the English Learner program is and has been in place. This team works with EL students and their families to discuss options available to them through the schools and to counsel students and parents through coursework and other educational systems and decisions. No substantive differences in plans and actual implementation. EL achievement as evidenced by Dashboard placement in several categories shows that there is still room for much improvement. ELs have scored in the red category for ELA and have decreased in the percentage of students meeting or exceeding standards. ELs have scored in the orange in math but still lag behind most other subgroups with a 1.67% of ELs scoring standard met or exceeded. Percentage of students making progress toward English Language Proficiency is relatively stagnate with 50.5% of students making progress (compared to 51.4% last year). Making language needs a focal point for 24-25 is vital.

1.12 - Supplemental media services and resource - Partially Implemented - No substantive differences in planned and actual implementation. Chromebooks for access to digital coursework and resources were purchased and provided to students. Fewer reading resources were purchased due to lack of a librarian. Librarian position will be reflown for the 24-25 school year.

1.13 - Master scheduling resources - Fully Implemented - No substantive differences in planned and actual implementation. Through the use of Cardonex, conflicts for student course requests have been minimalized and access to courses (particularly singleton courses), and particularly for unduplicated population students whose schedules may have the most limitations, has expanded. CUHSD has been able to meet all of the desired outcomes in this action for all subgroups in the area of Visual and Performing Arts where, traditionally, economically disadvantaged students may not have had the prior experiences that allowed them to qualify to take certain courses on our campuses. Enrollment in VAPA courses districtwide is: Students with IEPs: 440 students - 19.3%, ELs: 853 students - 26%, Foster Youth: 24 students - 54.16%, Homeless: 180 students - 47.2%. Additionally, in the CTE world, we continue to expand the number of options available on every site in inductry sectors that are considered high paying, high demand according to our LMI. Number of CTE pathway completers continues to rise: 420 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course with 54.8% of last senior's graduating class completing a pathway (CUHS-43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%). This year, Desert Oasis will see completers in the Personal Services pathway through the Beauty and Barber courses, and an additional pathway of Cybersecurity has been started with completers being expected next year. And, a-g completion rates are rising.

1.14 - Improve CTE facilities - Fully implemented. Desert Oasis' Barber Shop project and Southwest High's Health Tech Lab have been completed allowing for students in these pathways to have access to real work situations/environments.

1.15 - Improved library resources and access - Not Implemented - Due to the large number of construction projects needed in the District and a need for evaluation of the library building (due to the basement), this action was not carried out. Library renovation at Central is still scheduled, however, to 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 is also planned as the position of a fulltime Librarian/Media Specialist has been flown.

1.16 - College articulated and Dual Enrollment courses - Fully Implemented - No substantive differences in planned and actual implementation. According to 2023 Dashboard data, of the percentage of students who were deemed Prepared for CCI on the Dashboard, 3.8% of students met the prepared status on the indicator through College Credit coursework (calculation tabulated through number of CTE prepared students divided by total number of prepared students). Only 37.4% of our All Student group were considered Not Prepared (55.8% of ELs , 40.8% of LI students, 60.2% of Students with Disabilities, and 60.7% of Homeless students were deemed Not Prepared).

1.17 - Rigorous curricular offerings - Fully Implemented - No substantive differences between planned actions and implementation of these actions. AVID, IB, and AP courses offered; exams administered and costs covered.

1.18 - College and career readiness - Partially Implemented - No substantive differences between planned actions and implementation of these actions. Success 101 classes exposing 9th grade students to Career Readiness opportunities are in full swing. CTE pathways have been and will expand allowing more students into pathways and exposing students a wider variety of high demand, high paying jobs/careers. Additionally, access to courses (like Fine Arts options) are being expanded to ensure that students have access to more hands-on, creative coursework.

1.19 - Instructional program improvement support - Fully Implemented - No substantive differences between planned actions and implementation of these actions. Program Improvement Resource Teachers and Instructional Coaches are on staff and are working to support staff and students in improving programs, instruction, and achievement.

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.

1.1 - Expanded and enhanced options in math and science - This action was fully implemented and we underbudgeted.

1.2 - Standards-aligned formative and summative assessments - Most money allotted to this action was not expended and this action was not fully implemented. Time and human resources were challenges in making headway in this action.

1.3 - Tutoring - Most money allotted to this action was not expended, because this action was not fully implemented. Human resources was a challenge in making headway in this action.

1.4 - Expand CTE offerings - Most budgeted dollars have also been available for CTE support.

1.5 - Credit Recovery - Most budgeted dollars have been expended in this area. Other funding sources have also been available to supplement Credit Recovery support.

1.6 - Intervention and supports for struggling students - About 2/3 of the money allotted to this action was expended, but this action was not fully implemented. Human resources was a challenge in making headway in this action and some interventions were paid for through other categorical funds. Intervention will be a huge push in the upcoming year.

1.7 - Increased instructional time to provide support and services - We have realized that the 4% increase for the increase of instructional minutes to include Advisory meant to occur years ago never occurred. This will be rectified for this and future years. As a result, we are far overspent over budgeted dollars in this action.

1.8 - Doesn't exist; previously removed.

1.9 - Expanded/enhanced counseling services - We underbudgeted in this area; again, in analyzing positions and funding sources, we have realized that our COSAs who were hired as a result of the development of LCAP several years ago, never found their way into this account line as planned. This has been rectified.

1.10 - Intervention/support for at-risk 9th grade students - We overspent in this area as a result of the pay increase through negotiations this year.

1.11 - Targeted support services for English Learners - Most budgeted dollars have been expended in this area.

1.12 - Supplemental media services and resource - Most budgeted dollars have been expended in this area.

1.13 - Master scheduling resources - We underbudgeted in this area; however, a three year contract has been renewed and will not come due for payment until the 26-27 school year.

1.14 - Improve CTE facilities - Most budgeted dollars have been expended in this area. Final touches (and payments) are currently in the works.

1.15 - Improved library resources and access - Very little of the budgeted dollars were spent on this action; funds have gone unspent.

1.16 - College Articulated and Dual Enrollment courses - Very little of the budgeted dollars were spent on this action; funds have gone largely unspent. Most financial responsibility is carried by IVC. Expansion and different strategies for supporting students, particularly unduplicated population and Students with Disabilities through the Dual Enrollment program will be investigated.

1.17 - Rigorous curricular offerings - Most budgeted dollars have been expended in this area.

1.18 - College and career readiness - Most of the dollars allocated to this action were not expended. Consumables and licenses for Get Focused, Stay Focused were not needed as we had copies/licenses left over from previous years. Additionally, AVID was supported through Title I. AP/IB fees have yet to be paid as testing is still occurring.

1.19 - Instructional program improvement support - Most of the dollars allocated to this action have been expended

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

1.1 - Expanded and enhanced options in math and science - In terms of effectiveness of the action, slight increases have been made in math when looking at CAASPP scores, but, overall, scores are still very low. This is true, however, throughout the State. CUHSD is still in the initial stages of understanding and implementing Teacher Clarity. This will be continued in the next 3 years to ensure that instruction is intentional and that data drives instruction. Most dollars allotted to this action have been expended, and results show small increases in student achievement on CAASPP in math: all student groups are in the orange category showing slight improvements, a 0.5% increase in the all student group for met or exceeded standards, some of our subgroups have decreased the number of points below standard. We are still working to overcome learning loss from COVID, but we also recognize the need to make both math and science classes more engaging and relevant.

1.2 - Standards-aligned formative and summative assessments - This action was not very ineffective due to the lack of time and human resources available to work on this endeavor.

1.3 - Tutoring - Neutral in terms of effectiveness as effectiveness depends on utilization of service - Assessment data on CAASPP has decreased in both ELA and math. Student feedback on this topic remains consistent across the last couple of years: many do not take advantage of the tutoring available or find it unhelpful. After school tutoring only impacts a small number of students: those able or desirous of staying after school. While students, through our feedback sessions, shared that some of their teachers are available after school, they don't attend tutoring for several reasons ranging from the assistance that the teacher provides after school is the same as what was provided during the day that the student didn't understand to I can't stay after school due to sports, other activities, and/or home obligations. Many students also shared that in class tutors or peer tutors after school are able to assist them most effectively. Teachers in the CTE world have shared that tutors in their classes have made a difference in helping to keep students safe and engaged. It is apparent that in order for tutoring to be successful, it has to be more timely, be different than what was taught/sone in class, and is beneficial when it involves more than the teacher of record. Tutoring cannot be our only intervention, and intervention needs to happen in class more frequently.

1.4 - Expand CTE offerings - Effective - Numbers of students attaining exposure to industry knowledge, skills, and experiences is increasing. Feedback sessions with parents and students are highlighting these areas as areas of strength. While we have not met our goal of 77.5% of our students being completers, we continue to recognize and address issues that are keeping students from hitting the completion status.

Logistically, getting three-quarters of our students to complete is near to impossible with the number of teachers on staff and due to the fact that every pathway requires at least 2 courses to reach completion; numbers of staff members in increasing, however.

1.5 - Credit Recovery - Effective - Graduation rates are still down from pre-pandemic percentages. According to completion rates of Credit Recovery courses, graduation rates would be lower without this offering. So, while we have work to do to better support students in successfully completing courses the first time around, Credit Recovery has been effective in helping students recvoer credits from failed courses and get closer to graduation status.

1.6 - Intervention and supports for struggling students - Partially effective - MTSS Coordinators were new to us this year and one of the MTSS Coordinators did not start until mid-year. There were growing pains associated with this. Additionally, finding staff to work additional hours (beyond the work day) has been hard to find. Additionally, other categorical funding sources were available for running of learning loss interventions. In looking at data, however, there has not been much growth, if any, in academic areas as determined by the Dashboard. Tier 1 instruction needs to be addressed and improved before other interventions will be successful.

1.7 - Increased instructional time to provide support and services - There is mixed effectiveness in this action based solely on the quality of services provided by individual instructors during the Advisory period. Through the collaboration of MTSS Coordinators and administration, adjustments will be made in 24-25 school year to include more monitoring, more coaching in effective strategies and activities, and feedback provided to teachers.

1.8 - Doesn't exist, previously removed

1.9 - Expanded/enhanced counseling services - Effective - A-G completion rates are on the rise and back to pre-pandemic numbers. CTE pathway completion rates are also back up. CUHSD hit our goal for percent of students completing a-g requirements plus a CTE pathway except for at Desert Oasis in 22-23 (Central Union High School District: 16.8%, Central Union High School: 17.1%, Southwest High School: 20.1%, Desert Oasis High School: 0%). Feedback from parents and students through feedback sessions is that CUHSD does a good job in advertising and communicating CTE pathway information, a-g requirements vs graduation requirement information, but we can do better in communicating with parents and students about other academic course options available (i.e. math and science options).

1.10 - Intervention/support for at-risk 9th grade students - Mixed effectiveness - At the end of first semester in the 23-24 school year, 16.8% of grades assigned to students at PRHS were Fs. Considering that these students failed to pass most of their classes in the 9th grade, this would be considered an effective intervention. Midway through the second semester of this school year, 50% of the grades assigned in Mark 6 were Fs. This is concerning. There are currently 24 students enrolled at PRHS; it is hard to convince students and their families to transfer students out of the comprehensive sites for various reasons including the stigma attached to DOHS, unreasonable ideas reagrding students' potential to play sports despite a low GPA, etc. Attendance rates for students at PRHS was 87.82% which is also lower than the previous year's 92% rate.

1.11 - Targeted support services for English Learners - Mixed effectiveness - While we have been effective in ensuring that staffing is in place to run the EL program, we aren't seeing a lot of growth in student achievement. This is true of our all student group as well, but we need to dig in to the data to make adjustments to practices and procedures (and instruction) to better meet the learning needs (and gaps) of

our EL students. In looking at desired outcomes for 23-24, our level 3 (moderately developed) percentage was met as well as the percentage of ELs with disabilities meeting the level 3 targeted percentage. We are working with ICOE through the Differentiated Assistance process to tackle some of our processes and procedures with regard to ELs who are also SPED to better identify and meet their needs. Additionally, EL support staff is also analyzing data and working with staff to revisit best practices and adjust instruction intentionally according to identified needs.

1.12 - Supplemental media services and resource - Partially Effective - CHKS suggests that there is still work to do to make school less "boring". Technological, supplemental media services are intended to engage more students and to ensure access to resources more immediately and easily through electronic means both at school and in the home. CUHSD has been effective in getting students access to devices, but we are still working to ensure that all stakeholders are trained in effective and engaging uses of the technology to increase student engagement and achievement. Seventy-four percent of staff members who completed the LCAP survey stated that they have adequate technology for the effective implementation of standards. Ninety-seven percent of staff members shared that students use technology in class to assist them in achieving academic standards. Through feedback sessions and survey responses, it is evident that more professional development is requested and needed in the area of technology and its more efficient use for improved student achievement. Ninety-three percent of parents who completed the LCAP Parent Survey in English and 98% of the parents who completed the Spanish survey stated that the school provides instructional technology for students to enhance learning.

1.13 - Master scheduling resources - Effective - Through the use of Cardonex, conflicts for student course requests have been minimalized and access to courses (particularly singleton courses), and particularly for unduplicated population students whose schedules may have the most limitations, has expanded. CUHSD has been able to meet all of the desired outcomes in this action for all subgroups in the area of Visual and Performing Arts where, traditionally, economically disadvantaged students may not have had the prior experiences that allowed them to qualify to take certain courses on our campuses. Metrics to be adjusted moving forward will include measurement of enrollment in and completion of CTE courses of our unduplicated populations.

1.14 - Improve CTE facilities - Effective - Pathways have up to date, state of the art access to newly renovated facilities in Beauty and Barber at Desert Oasis and in the Health Science pathway at Southwest. Enrollment and completion numbers are up in our pathways and there is high demand for the courses that are being offered. We are expanding CTE pathways at the comprehensive sites in the 24-25 school year. This action will be lumped into action 1.4 and our metrics will be adjusted to ensure that we are tracking both enrollment in and completion of pathways by subgroup to ensure that our unduplicated populations and students with disabilities have access to these courses and increasing preparedness for postsecondary options including the workforce.

1.15 - Improved library resources and access - Ineffective, Not Implemented - This action was largely ineffective due to the fact that we were unable to find and hire a qualified librarian; the search has begun for a librarian again this year. Also, due to the large number of construction projects in the District, the library did not get the attention needed this year, but the renovation is set to start in the 24-25 school year.

1.16 - College articulated and Dual Enrollment courses - Effective and gaining effectiveness - Most CTE pathways have a course in their sequence that is articulated with IVC; success of the end of course exam is inconsistent, however, between pathways. There are several Dual Enrollment classes offered each semester. We have piloted a CTE Dual Enrollment pathway during the school day in Transportation; our first cohort of students will complete their certificate this summer through IVC. From its inception in Fall 2017, increases in success have

been achieved. At Southwest, enrollment numbers have grown from 476 students in 2017 to 725 students in Fall of 2023. In Fall 2017, Central Union had a 65.40% success rate (passing grade) and an 82.7% retention rate (students who did not drop during the semester). In the Fall of 2023, Central Union had an 82.6% success rate and a 92% retention rate. Overall, Central Union has had an 83.71% success rate and a 92.7% retention rate. In Fall 2017, Southwest had a 81.1% success rate (passing grade) and an 89.2% retention rate (students who did not drop during the semester). In the Fall of 2023, Southwest had an 76.5% success rate and a 89.1% retention rate. Overall, Southwest has had an 81.23% success rate and a 91.21% retention rate.

1.17 - Rigorous curricular offerings - Effective - AP test passage rates (scores of 3 or higher) have increased dramatically districtwide (16.4% in 19-20 to 51.3% in 22-23). Number of exams administered is also increasing. Desired outcome for 23-24 (40% passage rate) has been exceeded. IB test passage rates (scores of 4 or higher) have increased districtwide (2.2% in 19-20 to 62.25% in 22-23). Number of students taking the exams has slightly increased (99 students in 21-22 to 104 students in 22-23) and number of exams administered as decreased (241 in 21-22 to 1541 in 22-23). Desired outcome for 23-24 (40% passage rate) has been exceeded.

1.18 - College and career readiness - Effective - There has been growth across the board post-pandemic. Number of students completing a CTE pathway and, thus, having gained exposure to an industry and sector has increased (420 students in the graduating class of 2023 - 54.8% of graduating class completed a CTE pathway). While we have not hit the goal of 77.5%, we are making gains in expanding our pathways with , hopefully, 2 new sectors coming on in 24-25. Additionally, a-g completion rates are increasing and have almost hit pre-COVID status (32% completion rate in 19-20 and 29.1% completion rate in 22-23). Percent of students completing A-G Requirements plus a CTE Pathway continues to increase; in fact, our District has met the desired outcome here with 16.8% of our students completing both a-g requirements and a CTE pathway. We have additional work to do to support our subgroups in meeting this measure (there has been some growth), however, with the following percentages of students completing both a-g requirements and a CTE pathway: Asian-36.4%, Hispanic-16.1%, White-36.4%, EL-4.4%, LI-14.1%, SWD-1.8%, Homeless-9.5%.

1.19 - Instructional program improvement support - Partially effective - Our Program Improvement Resource Teachers are working to support several categorical funding sources at the site level. Freeing up these people to truly work on program improvement is a need that we are working to resolve. These employees are working diligently to identify site needs and support both students and teachers through analysis of data, identification of programs or services needed to address concerns, and working with admin and staff to make necessary adjustments. We have worked to improve instruction and achievement for all students in this post-pandemic era, but we recognize the need to be strategic in meeting the needs of students with learning loss, most of whom come from our unduplicated populations.

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

1.1 - Expanded and enhanced options in math and science - We are still working to overcome learning loss from COVID, but we also recognize the need to make both math and science classes more engaging and relevant. Additional Instructional Coaches will be hired to assist us in improving the use of intentional instructional and engagement strategies for all students with an emphasis in supporting EL and SPED students. Additionally, continued work in Teacher Clarity will be a District initiative with training in and monitoring of effective

instructional planning and use of strategies. We need to investigate and purchase programs and/or supplies as well as make experiential learning opportunities available for making math/science more relevant and engaging. We will add metrics in this area by tracking CAST scores and tracking math and science class grades (percentages of Ds and Fs).

1.2 - Standards-aligned formative and summative assessments - It has been difficult to get staff to work outside of the school day; pullout time is preferred by teachers, but the number of absences in the staffing world has been high. In fact, students and parents in feedback sessions commented on the high absence rate of our staff and the difficulty that students were experiencing as a result in understanding concepts or keeping up in class. Also, through Learning Walks conducted by administration, we have found as we look at learning targets, success criteria, and overall planning, there is a need for going back to basics and revisiting standards and planning processes. Teacher Clarity will continue to be an initiative of the District, and NWEA Map Growth assessment will be acquired to assist us in establishing baseline data in both mathmatics and literacy and tracking of progress of students more efficiently and effectively. Metrics will include tracking grades in core classes, LCAP student survey data regarding quality of instruction and instruction meeting student's 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

1.3 - Tutoring - Time and professional development regarding in class intervention will be a focus for CUHSD in the upcoming 3 years. While tutoring can still be an option for students, we need for instructional time to be more fully utilized. Formative assessment strategies utilized during instruction should drive instructional next steps. Move toward a focus on improved in-class intervention strategies versus after school tutoring hours.

1.4 - Expand CTE offerings - We will increase the number of pathways by one pathway at each comprehensive site. Phoenix Rising will add a CTE option to the students enrolled in that school through the offering of a section of coursework in the 24025 school year. Desert Oasis may also increase number of sections available for students based student needs and desires that are currently being analyzed. We will add the metric of nontraditional completers as well as track the number of enrollees and completers in our unduplicated populations as well as our SWD.

1.5 - Credit Recovery - We will track completion of CR courses in addition to tracking the graduation rate as we currently do.

1.6 - Intervention and supports for struggling students - This action will be folded into action 1.3 for next year. Additional staffing will be hired to assist with interventions and supports on our campuses: 2 additional School Psychologists focusing on behavioral needs, 1 Guidance Support Specialist at DOHS, 1 Speech Pathologist, and possible hiring of additional teachers for coteaching opportunities to ensure accessibility for all students to core content.

1.7 - Increased instructional time to provide support and services - This action will be folded into next year's 1.3 (regarding interventions).

1.8 - Doesn't exist; previously removed.

1.9 - Expanded/enhanced counseling services - Guidance Support Specialist will be added to Desert Oasis High School to assist the Counselor with services for students and parents. A part time counselor at Central Union High School will be added to make case loads equitable across the District and ensure that all students are receiving enhanced counseling services.

1.10 - Intervention/support for at-risk 9th grade students - The level of student will be adjusted to state that low achieving 10th graders are being served at PRHS. Additionally, 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. Metric to more comprehensively measure efectiveness will include numbers of students enrolled, grade breakdowns by semester,and number of credits completed in a year. Additionally, attendance rates will be measured for improvement and to determine improved engagement. We will also add MSVA to this action as this school of choice has become a sort of intervention for students who have a medical, mental health, or other need that warrants voluntary alternate placement.

1.11 - Targeted support services for English Learners - This action will become a goal for next year (Goal 3) and will include Students with Disabilities as well.

1.12 - Supplemental media services and resource - This action will be folded into other actions. While the availability of 1:1 devices for students and technological devices and equipment for staff is commendable and necessary for today's world, there is much to do in the area of professional development with regard to its usage. Technological and pedagogical training with regard to improved student engagement through the use of technology will take place in 24-25.

1.13 - Master scheduling resources - Metrics to be adjusted moving forward will include measurement of enrollment in and completion of CTE courses of our unduplicated populations.

1.14 - Improve CTE facilities - While effective for ensuring that our students have access to real world work simulated environments, this action will be folded into 1.4.

1.15 - Improved library resources and access - This action should be implemented this year with the hiring of a Librarian and the start of construction/renovation. Metrics to be added to determine effectiveness include Library traffic - number of students accessing library materials/resources and number of students signing in to the library for extended hours.

1.16 - College articulated and Dual Enrollment courses - This endeavor has not cost us much money in that IVC takes care of most costs. Moving forward, however, we are investigating the option of our staff co-teaching with IVC staff to assist our students in receiving Dual Enrollment credit during the school day in courses that are required for graduation. We will measure effectiveness of current and new opportunities through the percentage of students completing 2 or more Dual Enrollment classes (as measured through CCI) in their tenure and the percentage of students successfully completing articulated course requirements through the passage of the end of course exam. Metrics for determining effectiveness in this action in 24-27 LCAP will include measuring percentage of students who meet CCI through completion of College Credit Courses as well measuring the percentage of our All Student group and our unduplicated population subgroups deemed Not Prepared for CCI.

1.17 - Rigorous curricular offerings - Due to less than desired enrollment in the IB diploma cohort, the IB program is being phased out (23-24 is year 1 or a 3 year phase out). IB at Southwest will incrementally be replaced with AP courses and, perhaps at some point, some Dual Enrollment options in core areas. Advanced Placement classes and assessments will be continued at Central. AVID will also continue to be offered to support students, particularly our unduplicated population students who are underrepresented in many rigorous curricular offerings, through enrollment and achievement in these high level courses.

1.18 - College and career readiness - As the feeder schools have begun to offer more career readiness activities and programs in the middle/junior high schools, we have found that we may need to investigate and offer alternatives to our current Success 101 course. As we investigate this further, we will continue to fund the course and provide opportunities for students to gain exposure and access to post-secondary options. We will expand facilities for VAPA opportunities to assist students, particularly unduplicated populations who have not had prior training/lessons in this area due to family finances, in exposure to the fine arts and to opportunities for creativity, mental health support, and a-g completion (particularly "f" credit). We will continue to measure both a-g completion and CTE pathway completion rates as well as enrollment data for subgroups in VAPA courses.

1.19 - Instructional program improvement support - Through survey data, we see an improvement in qualitative data as far as services provided to teachers and staff with regard to support for at promise students, but there is also a desire/need to continue these efforts and to increase these services particularly with regard to support for English Learners and Students with Disabilities. Additional clerical assistance will be hired to assist in this improvement process by removing clerical type duties from certificated staff and free them up to work more fully on improvement efforts.

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

Goals and Actions

Goal

Goal #	Description
2	Promote the achievement of all students by preparing teachers to implement state standards, use instructional strategies that engage and promote data driven instructional decisions that support all learners, but especially English learners, students with exceptional needs, foster youth, and students who are low income and/or homeless.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher and Student Survey - Percent of students and staff feel technology is used as an effective teaching tool.	2020-2021 50% of students and staff feel that technology is used as an effective teaching tool.	2021-2022 Our Educational Parent Survey contained responses from 99 parents and 557 students. Focus groups with students were held with 5 different groups of students. Of those who responded to the prompt, "My school provides me (my student) with access to technology," 98.6% responded Agree or Strongly Agree. Of those students who responded to the prompt, "My teachers	2022-2023 Our Educational Parent Survey contained responses from 195 parents and 195 students. Focus groups with students were held with 7 different groups of students. Of those students who responded to the prompt, "My teachers use technology that helps me learn," 63.5% responded Agree or Strongly Agree Of those parents who responded to the prompt: "The	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)	75% of students and staff feel technology is used as an effective teaching tool. ADJUSTED: 75% OF STUDENTS AND PARENTS WILL RESPOND THAT THEIR TEACHER EFFECTIVELY USES GOOGLE CLASSROOM AND OTHER TECHNOLOGY BESIDES THE CHROMEBOOK AS AN EFFECTIVE TEACHING AND LEARNING TOOL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		use technology that helps me learn," 95% 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," 98% responded Agree or Strongly Agree.	school(s) provide(s) instructional technology for students to enhance learning," 94.75% responded Agree or Strongly Agree. Of the 82 certificated staff members who responded to the LCAP survey, 86.3% 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 am responsible for teaching.	instructional technology for students to enhance learning," approximately 96% responded Agree or Strongly Agree. Of the 31 certificated staff members who responded to the LCAP survey, 74% of believe that they have adequate technology for the effective implementation of the California Standards (ELA, History/Social Science, Math, NGSS,PE/Health, World Language, VAPA) that they are responsible for teaching.	
Staff Development Survey (Impact Score on 1-10 scale) - Percent of staff who feel that "The school effectively supports professional development to facilitate each	2020-2021 5.98	2021-2022 Of those teachers who responded to the prompt, "The school effectively supports professional development to facilitate each students achieving the academic standards,"	2022-2023 Of the 82 certificated staff members who responded to the prompt, "The school effectively supports professional development to facilitate each students achieving the	2023-2024 Of the 31 certificated staff members who responded to the prompt, "The school effectively supports professional development to facilitate each students achieving the	ADJUSTED 80% WILL RESPOND AGREE OR STRONGLY AGREE FOR A RATING OF 8.0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students achieving the academic standards."		73% responded Agree or Strongly Agree. This would equate to a rating of 7.3.	academic standards," 86.3% responded Agree or Strongly Agree. This would equate to a rating of 8.6.	academic standards," 77.4% responded Agree or Strongly Agree. This would equate to a rating of 7.4.	
California School Dashboard - English Learner Progress Indicator - Percent of students who increase or decrease levels	2018-2019 ELs Who Decreased at Least One ELPI Level: 17.5% ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2% ELs Who Maintained ELPI Level 4: 8.3% ELs Who Progressed at Least one ELPI Level: 42.8% 2018-2019 ELs Who Decreased at Least One ELPI Level: 17.5% ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2% ELs Who Maintained ELPI Level 4: 8.3% ELs Who Progressed at Least one ELPI Level: 42.8% ADJUSTED	2020-2021 (84% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV ALL ELS: LEVEL 4 WELL DEVELOPED - 20.58% LEVEL 3 MODERATELY DEVELOPED - 36.80% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36% LEVEL 3 MODERATELY DEVELOPED - 26.79%	2021-2022 (95.6% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV ALL ELS: LEVEL 4 WELL DEVELOPED - 21.56% LEVEL 3 MODERATELY DEVELOPED - 37.21% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.71% LEVEL 3 MODERATELY DEVELOPED - 28.10%	2022-2023 (97.19% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV ALL ELS: LEVEL 4 WELL DEVELOPED - 23.71% LEVEL 3 MODERATELY DEVELOPED - 34.86% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 8.73% LEVEL 3 MODERATELY DEVELOPED - 31%	Decrease percentage of students who decrease one level by 3% to 14.5% and increase the percentage of students who increased one ELPI level by 3% to 45.8%. ADJUSTED: ALL ELS: LEVEL 4 WELL DEVELOPED - 25% LEVEL 3 MODERATELY DEVELOPED - 40% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL ELS: LEVEL 4 WELL DEVELOPED - 16.4% LEVEL 3 MODERATELY DEVELOPED - 37.77% ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36% LEVEL 3 MODERATELY DEVELOPED - 26.79% ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 26.47% LEVEL 3 MODERATELY DEVELOPED - 32.35% ELS WHO ARE LOW INCOME:	ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 26.47% LEVEL 3 MODERATELY DEVELOPED - 32.35% ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 20.27% LEVEL 3 MODERATELY DEVELOPED - 36.06%	ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 22.58% LEVEL 3 MODERATELY DEVELOPED - 32.26% ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 22.08% LEVEL 3 MODERATELY DEVELOPED -36.9%	ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 24.24% LEVEL 3 MODERATELY DEVELOPED - 39.39% ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 23.24% LEVEL 3 MODERATELY DEVELOPED -35.5%	LEVEL 3 MODERATELY DEVELOPED - 30% ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 30% LEVEL 3 MODERATELY DEVELOPED - 35% ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 25% LEVEL 3 MODERATELY DEVELOPED -40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LEVEL 4 WELL DEVELOPED - 20.27% LEVEL 3 MODERATELY DEVELOPED - 36.06%				
California School Dashboard - English Language Arts - Percent of students who meet or exceed standard	2018-2019 All Students: Green (21.8 points above standard) ADJUSTED 49.01% MET OR EXCEEDED STANDARDS English Learners: Red (48.4 points below Standard) ADJUSTED 12.81% MET OR EXCEEDED STANDARDS Students with Disabilities: Red (117.1 points below standard) ADJUSTED 16.35% MET OR EXCEEDED STANDARDS	2020-2021 (70% OF 11TH GRADERS TESTED) All Students: 62% Met or Exceeded Standards English Learners: 11% Met or Exceeded Standards Students with Disabilities: 10% Met or Exceeded Standards Homeless: 53% Met or Exceeded Standards Foster Youth: No Data Available Low Income: 55% Met or Exceeded	2021-2022 (91.99% OF 11TH GRADERS TESTED) All Students: Medium (24.5 points above standard) 62.52% Met or Exceeded Standards English Learners: Low (44.8 points below standard) 15.16% Met or Exceeded Standards Students with Disabilities: Very Low (90.1 points below standard) 13.34% Met or Exceeded Standards Homeless: Low (25.4 points below standard)	2022-2023 (96.16% OF 11TH GRADERS TESTED) All Students: Yellow (11.9 points above standard) - decrease of 11.6 points 54.88% Met or Exceeded Standards English Learners: Red (55.3 points below standard) 10.32% Met or Exceeded Standards Students with Disabilities: Red (110.5 points below standard - decrease of 19.2 points) 12.5% Met or Exceeded Standards	All Students: Maintain Green Level and grow 15.2 points above standard to 37 points above standard) ADJUSTED 75% MEET OR EXCEED STANDARDS English Learners: Grow at 20 points to 28.4 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS Students with Disabilities: Grow at least 20 points to 97.1 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: Green (26 points above standard) ADJUSTED 32.86% MET OR EXCEEDED STANDARDS Foster Youth: No performance color Socially Economically Disadvantaged: Green (12.2 points above standard) ADJUSTED 39.19% MET OR EXCEEDED STANDARDS	Standards	36% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Medium (7.4 points above standard) 56.2% Met or Exceeded Standards	Homeless: Orange (29.3 points below standard - decline 3.9 points) 43.75% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange (1.2 points below standard) 48.99% Met or Exceeded Standards	Homeless: Maintain Green Level and grow 15 points to 41 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS Foster Youth: No performance color Socially Economically Disadvantaged: Maintain Green Level and grow 12.8 points to 25 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS
California School Dashboard - Math - Percent of students who meet or exceed standard	2018-2019 All Students: Yellow (81.5 points below standard) ADJUSTED 39.73% MET OR EXCEEDED STANDARDS English Learners: Red (139.8 points below standard) ADJUSTED 12.58% MET OR EXCEEDED	2020-2021 (65% OF 11TH GRADERS TESTED) All Students: 23% Met or Exceeded Standards English Learners: 2% Met or Exceeded Standards Students with Disabilities: 2% Met or Exceeded	2021-2022 (91.65% OF 11TH GRADERS TESTED) All Students: Low (89.3 points below standard)- 20.39% Met or Exceeded Standards English Learners: Very Low (142.9 points below standard) - 2.45% Met	2022-2023 (96% OF 11TH GRADERS TESTED) All Students: Orange (91.4 points below standard - maintained 0.4 points)- 20.86% Met or Exceeded Standards English Learners: Orange (139 points below standard -	All Students: Grow at least 31.5 points to 50 points below standard. ADJUSTED 40% MEET OR EXCEED STANDARDS English Learners: Grow at least 39.8 points to 100 points below standard. ADJUSTED 13% MEET OR EXCEED STANDARDS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STANDARDS	Standards	or Exceeded Standards	increased 8.6 points) - 1.64% Met or Exceeded Standards	
	Students with Disabilities: Red (213.8 points below standard) ADJUSTED 12.61% MET OR EXCEEDED STANDARDS	Hispanic: 20.37% Met or Exceeded Standards	Students with Disabilities: Very Low (191.3 points below standard) - 1.37% Met or Exceeded Standards	Students with Disabilities: Orange (184.5 points below standard - 11.5 points increased) - 0% Met or Exceeded Standards	Students with Disabilities: Grow at least 50 points to 163.8 points below standard. ADJUSTED 13% MEET OR EXCEED STANDARDS
	Hispanic: Yellow (86.1 points below standard) ADJUSTED 28.05% MET OR EXCEEDED STANDARDS	Homeless: 15% Met or Exceeded Standards	Homeless: Very Low (128.8 points below standard) - 4.35% Met or Exceeded Standards	Homeless: Orange (125 points below standard - maintained 1.9 points) - 6.25% Met or Exceeded Standards	Hispanic: Grow at least 48 points to 50 points below standard. ADJUSTED 30% MEET OR EXCEED STANDARDS
	Homeless: Yellow (98 points below standard) ADJUSTED 22.69% MET OR EXCEEDED STANDARDS	Foster Youth: No Data Available	Foster Youth: No Data Available	Foster Youth: No Data Available	Foster Youth: No performance color
	Foster Youth: No performance color	Low Income: 17% Met or Exceeded Standards	Low Income: Low (100.7 points below standard) - 16.5% Met or Exceeded Standards	Low Income: Orange (105 points below standard - maintained -2.3 points) - 16.43% Met or Exceeded Standards	SED: Grow at least 43.3 points to 50 points below standard. ADJUSTED 30% MEET OR EXCEED STANDARDS
	Socioeconomically Disadvantaged: Yellow (93.3 points below standard) ADJUSTED 27.48% MET OR EXCEEDED STANDARDS				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2019-2020	2021-2022	2022-2023	2023-2024	
	Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
	ELA – Common Core State Standards for ELA - 4 Full Implementation	ELA – Common Core State Standards for ELA - 4 Full Implementation	ELA – Common Core State Standards for ELA - 4 Full Implementation	ELA – Common Core State Standards for ELA - 4 Full Implementation	ELA – Common Core State Standards for ELA - 4 Full Implementation
	ELD (Aligned to ELA Standards) - 3 Initial Implementation	ELD (Aligned to ELA Standards) - 4 Full Implementation	ELD (Aligned to ELA Standards) - 3 Initial Implementation	ELD (Aligned to ELA Standards) - 3 Initial Implementation	ELD (Aligned to ELA Standards) - 4 Full Implementation
	Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation	Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation	Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation	Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation	Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation
	Next Generation Science Standards - 3 Initial Implementation	Next Generation Science Standards - 3 Initial Implementation	Next Generation Science Standards - 3 Initial Implementation	Next Generation Science Standards - 3 Initial Implementation	Next Generation Science Standards - 4 Full Implementation
	History - Social Science - 2 Beginning Development	History - Social Science - 4 Full Implementation	History - Social Science - 3 Initial Implementation	History - Social Science - 3 Initial Implementation	History - Social Science - 3 Initial Implementation

Goal Analysis

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

2.1 - Access to technology and Internet - Fully implemented. We have succeeded in our 1:1 initiative and have a process in place for device upgrades. Staffing is in place to ensure that this process is working and that both students and teachers have access to support when needed. Mifis for internet access are available for students who need access in their homes. Applications and programs are researched and purchased to support teachers in improving the engagement in instruction with and for students. Improvements to infrastructure has also been made as technology and its needs are ever evolving.

2.2 - Professional Development - Not fully implemented - As a result of COVID, there were a plethora of other dollars available with which to conduct professional development opportunities. And, it has not been easy to find staff interested in working additional hours on additional trainings and/or collaboration. Staff were willing to be pulled out of class for training or collaboration, but this resulted or would have resulted in many teachers outside of the classroom impacting quality of instruction to students. In our feedback sessions with students, it was shared in several groups that students felt like their teachers were absent a lot and that the quality of instruction suffered as a result. Students also shared that they were held responsible for learning even if substitute teachers did not teach it. That being said, 77.4 percent of staff surveyed believe that the school effectively supports professional development to facilitate each students achieving the academic standards. In speaking with parents and students, comments made about professional development voiced more concerns about relationships with students and engagement, interaction, intervention, and purpose in the classroom rather than with the content taught. As a result, our professional learning next year will continue to target Teacher Clarity, intervention, and support of unduplicated students.

2.3 - Instructional Support Team - Partially Implemented - We were unable to hire the 2 additional Instructional Coaches to bring the team to 4. By the time we were prepared to hire, we realized that movement (because those that applied were current employees and candidate pools for other teaching positions were not finding qualified teachers) would most likely lead to vacancies in classrooms that would be difficult to fill. For that reason, we postponed hiring and are flying the positions now to focus on inclusion and support of English Learners and Students with Disabilities (as well as those that are dually identified).

2.4 - Differentiated Instruction for English Learners - Partially Implemented - CUHSD contracted with ICOE to deliver professional development in the area of Integrated and Designated ELD support in 22-23. This training took place during collaborative Wednesdays. In 22-23 and 23-24, teachers were trained in the use of ELLevation, a system of tools and professional learning modules designed to assist teachers in identifying strategies to be used to support students through learning in the area of language and to support improved instruction for English Learners. As with all programs, staff need additional training in the understanding the potential impact of and utilization of the program. More needs to be done to support teachers through the implementation process. While learning has occured, we need to invest time and energy into observations of and coaching in the implementation of learning. Through the Differentiated Assistance process this year, we recognize a need for inclusionary processes for our English Learners and a renewed focus on language in all content areas.

2.5 - Improved New Teacher Orientation and Onboarding - Fully Implemented - Staffing was provided to assist new teachers through the BTSA/Induction process. New teachers received assistance from the Instructional Support staff and ICOE staff as well as support through classroom observations and coaching, new teacher meetings, etc.

2.6 - Ed Tech Academy - Not Implemented - We were understaffed in our Instructional Support Team this year and a few people on that team wore multiple hats to get work accomplished. A Summer Academy was discussed, but we don't think we have the manpower or time to do the Academy justice this year.

2.7 - Cross Department Collaboration - Partially Implemented - While departmental collaboration occurs on our Collaborative Wednesdays, we have spent most of our time in the 23-24 school year on the District Initiatives of relationship building and Teacher Clarity (identified based on feedback from educational partners the year before as far as our areas for improvement) and in preparing for WASC visits at the comprehensive sites. It that way, departments collaborated on the site improvement process but not necessarily in curricular areas. There are pockets of cross department collaboration, but we have not strategically worked toward this collaboration yet. And, as shared with other actions, working outside of the school day has proven difficult as far as getting staff on board. Resources were set aside to allow teachers to collaborate with teachers outside of their department to plan and discuss strategies to better support special population students in core and elective classes. The science and math departments at Central got together beginning in April of 2023 to discuss intervention strategies for implementation in the 23-24 school year based on results that they were seeing with students. Advisory intervention for students struggling in math has taken place at Central in 3 week intervals (some students ask to remain for longer periods of time and some students are kept longer simply due to demonstrated student need for support). Additionally, training has taken place with teachers regarding both EL and SWD support expectations (in integrated and designated ELD as well SPED support); we will continue, in fact increase, this training and collaborate more fully in planning and implementation of these strategies. A contract with WestEd for inclusionary practices is being entered into to assist us with coteaching efforts, helping General Education teachers understand how and when to modify and/or accomodate, coaching leadership and administration through supporting all teachers in inclusionary practices and coaching.

2.8 - Curriculum Development - Partially Implemented - Collaborative Wednesdays have allowed teachers to collaborate on curriculum and needed modifications to curriculum, instruction, and assessments; although, time this year was minimal due to District initiatives for professional development (based on educational partner feedback) and WASC Self-Study processes at the comprehensive sites. Through our feedback sessions with educational partners, we have decided that this time needs to be used more intentionally and needs to be more teacher-driven; we need balance in our efforts. Through the Teacher Clarity learning and processes, we are working toward getting back to basics and more fully tackling identified areas of concern using the data that we have available to us, but we need more current data. So, we are moving forward with NWEA Map Growth assessment (administration of baseline and progress assessments to help us identify areas of need and chart/track growth). Through several meeting with various partners this year, we have also determined the need for training, or retraining, of departments in frameworks and standards (and state assessment blueprints) as well as assessment practices (mostly formative in nature). Several learning sessions, observation cycles, and sessions for coaching have already been calendared. The District is committed to ensuring that we get back on track after COVID and make the adjustments needed to help meet students where they are after distance learning (address learning gaps) and to support them in meeting the state's standards and expectations.

2.9 - Cross Collaboration to Support English Learners - Partially Implemented - Professional learning took place with all staff in the area of integrated and designated ELD to support teachers with planning as we move forward with mainstreaming more of our EL students. This

process will continue in the 24-25 school year with a strand of PD being available to teachers through both the planning and implementation phases of this learning.

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.

2.1 - Access to technology and Internet - We overspent in this action as infrastructure for wifi on campus needed attention. No substantive differences in implementation versus planned implementation, however.

2.2 - Professional Development - About two-thirds of the dollars alloted to this action went unspent. Other funding sources were utilized first and finding people to work outside of contract hours was difficult.

2.3 - Instructional Support Team - Considering that 2 planned positions were never filled, only about 1/2 of the funding allotted was not spent. The intent is to fill the 2 vacancies for the 24-25 school year.

2.4 - Differentiated Instruction for English Learners - These dollars went largely unspent. Professional development was funded through other funding sources like Title III, and finding people to work outside of contract hours was difficult.

2.5 - Improved New Teacher Orientation and Onboarding - About half of the dollars allotted to this action were spent; Title II dollars also supported some of our new teacher initiatives and activities.

2.6 - Ed Tech Academy - Dollars allotted have not been spent; a summer academy was being contemplated but will be postponed until next school year to work toward improved understanding and preparation for utilization of Artifical Intelligence as well as improved usage of technology for increased student engagement and achievement.

2.7 - Cross Department Collaboration - Very few dollars were spent in this area. Collaboration that has taken place in this action has taken place most consistently this year through the Differentiated Assistance process between multiple departments (content department chairs and administration) and our SPED and EL teams. We recognize the need for more teamwork and improved sharing of information.

2.8 - Curriculum Development - Very few dollars were spent in this area. Other funding sources (Effective Educators, Title I) were utilized in the opportunities that were afforded to teachers for paid time and/or substitute/release time and finding people to work outside of contract hours has proven more difficult than we anticipated.

2.9 - Cross Collaboration to Support English Learners - No dollars were spent in this area. Other funding sources (Effective Educators, Title I, Title III) were utilized in the opportunities that were afforded to teachers for paid time and/or substitute/release time and finding people to work outside of contract hours has proven more difficult than we anticipated. Our leadership was also shortstaffed this year, so the Director of the English Learner Program wore more hats than she normally does. This impacted how much we were able to plan and accomplish.

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

2.1 - Access to technology and Internet - Effective - Through our 1:1 initiative, students have access to a Chromebook, an Google account, etc. Of the students who completed the student survey, 95.5% responded either agree or strongly agree that "my school provides me with enough access to technology (meeting the 75% desired outcome for 23-24), and 96% of these students surveyed responded that, "My teachers use technology that helps me learn." Support for both devices and programs/apps are available. While access is important, we will continue to work to monitor and ensure that technology is increasing the interaction and engagement in the classroom. We have been effective at getting technology into the hands of both teachers and students. We will continue to work to ensure that this action is improving instruction and learning.

2.2 - Professional Development - Partially Effective - Of the 31 certificated staff members who responded to the prompt, "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 (we missed the desired outcome of 80% or a rating of 8.0 this year, but hit it last year with a score of 8.6. In feedback sessions with staff, teachers would like more choice in PD opportunities and voiced a concern with the way our initiative of Teacher Clarity was presented at the beginning of the year. Mid-year, we adjusted based on feedback to better meet the needs and desires of staff. We do have work to do to get back on track after COVID; work that emphasizes learning of skills rather than completing tasks. We will continue our work to assist teachers in meeting students' needs, particularly those of unduplicated pupils, and focusing on established needs while working ion some teacher choice as well.

2.3 - Instructional Support Team - Partially Effective - Feedback from teachers around activities and support offered through the Instructional Support Team is mostly positive. Organization of new teacher trainings, learning walks, etc. are well organized and received by teachers. Our next step is to ensure that all activities planned through IST are supportive of the five prioritized areas (Teacher Clarity, SWD/EL Inclusion and Support, Technology (Usage, AI, etc.), and California Content Standards/ Frameworks/CAASPP Blueprints and expectations).

2.4 - Differentiated Instruction for English Learners - Partially Effective - We are incrementally increasing in the percentage of students scoring at level 4 (well developed) on the ELPAC (from 16.4% in 2018-19 to 23.71% in 22-23); we were just shy of the desired outcome of 25% for the 3 year cycle. Our ELs with disabilities are also increasing incrementally. On CAASPP in ELA, however, we are seeing dips in the achievement of both our ELs and Dually Identified students (10.32% of ELs met or exceeded standard in 22-23 versus 15.16% in 21-22, and our SWD subgroup also decreased from 13.34% met or exceeded standard in 21-22 to 12.5% in 22-23). Math scores are even lower. So, we are slowly getting better results as far as language skills go, but we are struggling to meet the needs in terms of meeting academic standards with these two populations.

2.5 - Improved New Teacher Orientation and Onboarding - Effective - We currently have 14 teachers who have participated in BTSA/Induction this school year. Seven of those 14 teachers will be completing BTSA/Induction this year. All new teachers hired are being retained. Qualitatively, when speaking to new teachers, they have voiced an appreciation for the support that they have received from administration, IST, and department chairs.

2.6 - Ed Tech Academy - Not Implemented, so Not Effective - It simply did not take place this year, but it has facilitated improved instruction and usage of technology (by both staff and students) when offered in the past.

2.7 - Cross Department Collaboration and 2.8 - Curriculum Development - Not Fully Implemented, so Mixed Effectiveness - Seventy-seven percent of staff surveyed believe that the school effectively supports professional development to facilitate each students achieving the academic standards through an answer of Agree or Strongly Agree. In speaking with parents and students, comments made about professional development voiced more concerns about relationships with students and engagement, interaction, intervention, and purpose in the classroom rather than with the content taught; although, math continues to be an area of concern for both students and parents and Chemistry has risen as an area of concern. And, the speed with which we try to get through content is too fast, and students are asking for teachers to check for understanding more often to determine how to address student needs more immediately and/or more effectively. As a result, our professional learning next year will continue to target Teacher Clarity, intervention, and support of unduplicated students.

2.9 - Cross Collaboration to Support English Learners - Not Implemented, so Not Effective - Scores for our ELs are continuing to increase in small increments on the ELPAC and have dipped a little on the ELA portion of CAASPP. Math scores are declining, but they have declined across the board in the District. We will continue our work specifically in the area of supporting English Learners in the classroom, but we are also working to improve the instruction and curriculum offered in math for all students. Increased collaboration amongst teachers, now that we are back on campus and in somewhat a place of normalcy, will be increased so we expect to see a larger impact in the upcoming year, especially with bringing in the Map Growth exam to establish a baseline for student achievement and help us make instructional decisions based on most current data.

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

2.1 - Access to technology and Internet - No changes will be made other than allocation of dollars are to be reconsidered.

2.2 - Professional Development and 2.3 - Instructional Support Team - We will combine action 2.2 and 2.3 as these two things go hand in hand. To assist us in improvement efforts, we will continue to contract with Corwin for assistance with Teacher Clarity and maintain current Instructional Coaches. Professional development opportunities will be afforded only in 5 areas for the upcoming year: technology and its usage, Teacher Clarity and intentional instruction, supporting Students with Disabilities, supporting English Learners, and intervention/differentiation strategies. We will extend our training of substitute teachers to ensure that their placement in the classroom facilitates continued learning when a teacher is out and not just supervision. We will also extend new teacher training to ensure that teachers are more fully prepared for the types of scenarios they may face in the classroom. More than procedures and knowledge of systems is needed to be effective in the classroom. We will also continue to work train administration and leadership in effective feedback and instructional leadership for improved instruction in classrooms.

2.4 - Differentiated Instruction for English Learners - Servicing the English Learner and Students with Disabilities populations (including those who are dually identified) will be a whole new goal for us in 23-27. We recognize the need to spend more time and effort in analyzing needs, supporting teachers, and adjusting both our processes/procedures for assignment of classes and curriculum/instruction to best meet student needs. A revamp of support classes will occur utilizing student data to drive next steps.

2.5 - Improved New Teacher Orientation and Onboarding - Consolidating of actions is taking place for the new LCAP cycle. This action will be lumped in with other professional development opportunities in the new plan. And, we are working toward offering a more robust training for both new teachers and substitute teachers. Our training prior to school starting with new employees has consisted of a day of training. We will be moving toward a multiple day training, perhaps spread out throughout the year but more frontloading included at the beginning of the year, to ensure that our newest employees are best trained and prepared for the types of scenarios they will need to deal with and the expectations that we expect them to meet. Our desire to have all of our employees (new, temporary, veteran) interacting with students more consistently, more strategically, and more professionally.

2.6 - Ed Tech Academy - This action will also be lumped into to our Professional Development action in the new plan (new action 2.2).

2.7 - Cross Department Collaboration, 2.8 - Curriculum Development - These two actions will be lumped together for the next plan (new action 2.3) to ensure that our teachers have some time and resources/training avalable to them to make curricular and instructional decisions that are appropriate for the students in front of them. Through improved use of data (Map Growth assessment data, common assessment data, state Dashboard data, etc.) and availability of data shared with and among teachers, more informed decisions can be made to address the immediate needs of students in our classes. Strategic planning of Collaborative Wednesdays to ensure time is spent with data to make instructional decisions is imperative. The District Improvement Team will be better utilized and meet more frequently to make joint decisions about how to make adjustments in and out of the classroom for improved results.

2.9 - Cross Collaboration to Support English Learners - This action will live in new actions 2.3, 3.1, and 3.2. We will work to ensure that our teachers have some time and resources/training avalable to them to make curricular and instructional decisions that are appropriate for the students in front of them. Through improved use of data (Map Growth assessment data, common assessment data, state Dashboard data, etc.) and availability of data shared with and among teachers, more informed decisions can be made to address the immediate needs of English Learners in our classes and emphasize language of the content in our instruction. Strategic planning of Collaborative Wednesdays to ensure time is spent with data to make instructional decisions is imperative as well as setting aside time for either pullouts or paid after contract hours to improve offerings and instruction for our English Learners. The District Improvement Team will be better utilized and meet more frequently to make joint decisions about how to make adjustments in and out of the classroom for improved results.

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

Goals and Actions

Goal

Goal #	Description
3	Provide an alternative for parents who believe their student needs an alternative setting to the comprehensive, in-person setting at Central Union High School and Southwest High School by opening Mount Signal Virtual Academy (Central Union Virtual Academy).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey - Parent Satisfaction Rate	2020-2021 There is no Baseline Parent Satisfaction Rate for this academy because this is its first year in existence.	2021-2022 Based on the Student/Parent Survey, 90% of parents and students agreed or strongly agreed with the statement, "I am glad that I chose Mount Signal Virtual Academy as my (my child's) educational option."	2022-2023 Based on the Student/Parent Survey, 96.3% (26 of 27) of parents and students agreed or strongly agreed with the statement, "I am glad that I chose Mount Signal Virtual Academy as my (my child's) educational option."	2023-2024 Based on the Student/Parent Survey, 93.1% (27 of 29) of parents and students chose a score of 4 or 5 - "On the scale below, please rate your (or student's) satisfaction with their experience as a MSVA Independent Study student".	75-80% of students and parents will report that they were successful in high school due to the fact they attended CUVA.
Attendance Percentage	2020-2021 There is no Baseline Attendance Rate for this academy because this is its first year in existence.	2021-2022 According to the Monthly Attendance Summary Totals, Mount Signal Virtual Academy has an ADA of 92.09% for grades 9-12.	2022-2023 According to the Monthly Attendance Summary Totals, Mount Signal Virtual Academy has an ADA of 95.8% for grades 9-12.	2023-2024 At P1, ADA for MSVA was at 94.77%	90% of CUVA Students will attend on regular basis missing no more than 10% of scheduled appointments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2020-2021 There is no Baseline Graduation Rate for this academy because this is its first year in existence.	2021-2022 Since this is the first year of Mount Signal, there is no graduation rate; however, MSVA has already had its first 3 graduates and anticipates 22 more for a graduation rate of 93% for the class of 2022.	2022-2023 MSVA has already graduated 2 students and anticipates 14 more for a graduation rate of 88.88% for the class of 2023.	2023-2024 All 19 senior students are currently on track for graduation.	The graduation rate for the Class of 2025 will not be lower than the graduation rate of the District as a whole.

Goal Analysis

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

3.1 - Staffing - Fully implemented - Three teachers were employed to facilitate independent learning opportunities with up to 102 students throughout the year along with one classified staff member. No substantive difference in planned and implemented actions.

3.2 - Facilities - Fully Implemented - Portable classrooms have been fully set up for work to be done with students and operations have been under way.

3.3 - Supplemental Student and Staff Resources - Fully Implemented - Classrooms and work spaces have the technology, furniture, etc. to conduct business appropriately and adequately facilitate testing and other activities required for Independent Studies.

3.4 - Supplemental Curriculum - Fully Implemented. Edgenuity and Acellus are supporting students' learning with facilitation from credentialed teachers who are available on campus, through Google Meet, or through phone calls for assistance.

3.5 - Professional Development and Collaboration - Fully Implemented - Teachers received trainings in the programs that are utilized by the school. Ongoing training in AERIES, Acellus, and Edgenuity will assist MSVA staff in data collection, analysis, and increased completion of courses...

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

3.1 - Staffing - Most of the money was spent in this action.

3.2 - Facilities - A little over half of these dollars were spent. With facilities for this school already being set up and running for a few years now, we do not need to allot many dollars to facilities moving forward.

3.3 - Supplemental Student and Staff Resources - About half of the dollars allotted to this action were spent; we overbudgeted. While this action was implemented, we did not need all of the dollars allotted to accomplish our goal.

3.4 - Supplemental Curriculum - About a third of the dollars allotted to this action were spent; contracts for services and programs are on a 2-5 year rotation, so some of the contracts are not currently up for renewal.

3.5 - Professional Development and Collaboration - About a third of the dollars allotted to this action were spent. While this action was implemented, we did not need all of the dollars allotted to accomplish our goal.

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

All actions in this goal were effective. MSVA is a fully functioning school offering Independent Studies opportunities for students in our district who have issues with or difficulties in attending a traditional high school. For students who might otherwise be chronically absent or dropouts, MSVA is keeping students engaged and working toward a high school diploma.

Action 3.1, 3.2, 3.3, and 3.5 resulted in student grades being within the range of what other students are receiving on other campuses in our district. At the fall semester of 2023, 533 grades were assigned for the 92 students enrolled at MSVA: 79 A's (14.8%), 195 Bs (36.6%), 116 Cs (21.8%), 44 Ds (8.2%), 83 Fs (15.6%), 1 Is (0.2%), 5 No Marks (0.9%), and 10 Ps (1.9%). Percentage of classes passed by students in the first semester was 83.3%. For comparison, Central had 93.6% of classes passed, Southwest had 93.3% of classes passed, and Desert Oasis had 78.8% of classes passed at semester. With attendance at over 90% (P1 ADA was at 94.77% in 23-24), a parent approval rating in the high 90s, and an option for students who are unable to attend a traditional school, we believe MSVA to be a successful program. These actions have assisted CUHSD, particularly MSVA, in making progress toward this goal.

Action 3.4 was largely unused due to the curriculum being purchased through a 3 year contract in a previous year; that contract is coming due next year and these dollars will be utilized more fully.

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

This whole goal will be changed. As MSVA is already established and actions for supporting both the school and its students fall into other categories already outlined in our LCAP, we will strategically move them where they fit and devote this goal to subpopulations of students who need the most intensive support according to our data: English Learners and Students with Disabilities.

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

Goals and Actions

Goal

Goal #	Description
4	Create a community school atmosphere that offers wrap around services for both parents and students and provides a place to come when resource referrals and support are needed both during school hours and after-school hours. Services will be advertised and offered in a language the parent requests both on social media and the website, and in communication posted and sent home. The community school concept will support students and parents and make them feel like they belong thereby decreasing absenteeism and drop-out rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
REVISED: 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 activities	2020-2021 Parent and Family Engagement Survey indicated a rating of 6.7 over all with feedback from parents, School Site Council Members, and site-based teams.	2021-2022 REVISED: CUHSD used a local survey to ask parents about many areas of the LCAP. 76% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 69% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours.	2022-2023 (190 surveys completed) CUHSD used a local survey to ask parents about many areas of the LCAP. 83.7% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff. 77.7% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours.	2023-2024 (190 surveys completed) CUHSD used a local survey to ask parents about many areas of the LCAP. 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.	2020-2021 Parent and Family Engagement Survey indicated a rating of 8.0 over all with feedback from parents, School Site Council Members, and site-based teams. REVISED: 85% of parents surveyed will agree or strongly agree that they are encouraged to share concerns with staff. 75% of parents will agree or strongly agree that staff returns phone calls

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		84% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent.	90.75% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent.	88.6% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent.	and emails within 24 hours. 90% of parents will agree or strongly agree that the school provides a welcoming environment for each parent.
		86% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups.	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.	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. Data from parent feedback group in 23-24 suggests that some parents are still concerned with safety in restrooms, relationships between teachers and students, flexibility of teachers, the need for more support for ELs and SPED students, the need for more support for students in science classes, and the need for more checks for understanding during instuction, etc.	95% of parents will agree or strongly agree that parents have opportunities to be part of decisions about the school through surveys and advisory groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
REVISED: Locally Created Parent Survey - Parents are welcome and have access to student information in a language they understand. Percent of parents who access district website, use AERIES Parent Portal, and have access to translation	2020-2021 55% of parents surveyed will report that the District offers resources or referrals for resources often and that communication is in a language they understand.	2021-2022 83% of parents often or sometimes use the district website to access information. 85% of parents often or sometimes use the Aeries Portal to access student information. 93% of parents agreed that the school provides a translator when needed.	2022-2023 72.9% of parents often or sometimes use the district website to access information. 81.6% of parents often or sometimes use the Aeries Portal to access student information. 93.6% of parents agreed that the school provides a translator when needed.	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. Parent Square is the mode of preference for parents as for sharing of information (67%). 91.3% of parents agreed that the school provides a translator when needed.	75% of parents surveyed will report that the District offers resources or referrals for resources often and that communication is in a language they understand. REVISED: 90% of parents will report that they often or sometimes use the district website to access information. 90 % of parents will report that they often or sometimes use the Aeries Portal to access student information. 95% of parents will agree that the school provides a translator when needed.
Attendance Rates	19-20 95.7%	2020-2021: CUHS: 98.61% DOHS: 99.34% PRHS: 99.34%	2021-2022: CUHS: 92.05% DOHS: 89.96% PRHS: 92%	2022-2023: CUHS: 95.02% DOHS: 97.22% PRHS: 87.82%	ADJUSTED: CUHS: 96% DOHS: 93% PRHS: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SHS: 99.89%	SHS: 92.69%	SHS: 93.62%	SHS: 96% MSVA: 95%
		District Average: 99.30%	District Average: 92.23%	District Average: 93.74%	District Average: 95%
		YTD 2021-2022 CUHS: 92.78% DOHS: 86.88% PRHS: 91.17% SHS: 92.82% MSVA: 91.56% District Average: 91.04%			
Chronic Absentee Rates	Data Quest indicates that the 2018-2019 Chronic Absenteeism Rate was 10.5%. African American - 10.3% American Indian or Alaska Native - 25.0% Asian - 14.3% Hispanic or Latino - 10.5% White - 11.5% Two or More Races - 7.7% REVISED: English Learners: 14.3%	Data Quest indicates that the 2020-2021 Chronic Absenteeism Rate was 5%. PLEASE NOTE THIS DATA WAS DURING DISTANCE LEARNING AND A DIFFERENT METHOD OF COLLECTING ATTENDANCE WAS USED. African American - 4% American Indian or Alaska Native - No data	Chronic Absenteeism Indicator data not available for the District through CA Dashboard. Data Quest indicates that the 2021-2022 Chronic Absenteeism Rate was 27.8%. PLEASE NOTE THIS DATA WAS OUR FIRST YEAR BACK FOR IN PERSON LEARNING. African American - 55.6%	CDE Dashboard Data for 22-23: Chronic Absenteeism Rate for the District 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%	Chronic Absenteeism Rate 7.5%. African American - 7.3% American Indian or Alaska Native - 20.0% Asian - 11.3% Hispanic or Latino - 7.5% White - 8.5% Two or More Races - 4.7% REVISED: English Learners: 7.5% Foster Youth: 14.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: 22.2% Homeless Youth: 19.8% Migrant Education: 12.9% Students with Disabilities: 16.7% Low Income: 12.1%	Asian - 0% Hispanic or Latino - 5% White - 4.8% Two or More Races - NO DATA REVISED: English Learners: 7.5% Foster Youth: 14.3% Homeless Youth: 13.8% Migrant Education: 5.5% Students with Disabilities: 7.1% Low Income: 6.0%	American Indian or Alaska Native - No data Asian - 3.7% Hispanic or Latino - 28% White - 21% Two or More Races - NO DATA CUHS - 26.7% MSVA - 40.1% DOHS - 65.6% PRHS - 25% SHS - 25.6% Ed Data info: English Learners: 37% Foster Youth: 45.9% Homeless Youth: 38% Migrant Education: 32.2% Students with Disabilities: 39.5% Socioeconomically Disadvantaged: 31.5%	White - 13.4% Two or More Races - NO DATA	Homeless Youth: 13.8% Migrant Education: 5.5% Students with Disabilities: 7.1% Low Income: 6.0%
Drop Out Rate	2019-2020 Four Year Adjusted Cohort 7.3%	REVISED: CALPADS 1.14 REPORT 2020-2021	Ed Data indicates for 2021-2022: Total Dropouts: 76 (7.8%)	Ed Data indicates for 2022-2023: Total Dropouts: 80 (7.7%)	Less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Total Dropouts: 56 (1.4%) Students who are homeless: 10 Migrant: 3 Students with Disabilities: 6 English Learners: 15 Low Income: 46

21-22 As of 2.8.2022

Total Dropouts: 96 (2.3%) Students who are homeless: 3 Migrant: 12 Students with Disabilities: 12 English Learners: 35 Low Income: 75 | Students who are homeless: 2 (2.9%) Migrant: 9 (9.8%) Students with Disabilities: 11 (11.6%) English Learners: 42 (13.8) Socioeconomically Disadvantaged: 68 (8.3%)

CALPADS 1.14 REPORT for 22-23 (as of 4-10-23)

Total Dropouts: 98 Students who are homeless: 4 Migrant: 8 Students with Disabilities: 13 English Learners: 60 Low Income: 97 | Students who are homeless: 7 (11.9%) Migrant: 7 (9%) Students with Disabilities: 9 (8.7%) English Learners: 29 (8.8) Socioeconomically Disadvantaged: 73 (8.3%) | |
| Priority 6 - California Healthy Kids Survey Percent of students who feel connected to school | School Connectedness High/Moderate

Gr. 9: H-53% M- 42% Gr. 11: H-45% M-50% (Spring 2019) | Spring 2022 (Percentage who reported agree or strongly agree)

In-School: Grade 9 - 61% Grade 11 - 57%

Remote Only: Grade 9 - 42% | School Connectedness High/Moderate

Spring 2023 (Percentage who reported agree or strongly agree)

In-School: Grade 9 - 61% | School Connectedness High/Moderate

Spring 2024 (Percentage who reported agree or strongly agree)

In-School: Grade 9 - 59% | Grade 9 - High 65% Grade 11 - High 55% |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 11 - 49%	Grade 11 - 59% Remote Only: Grade 9 - 66% Grade 11 - 65%	Grade 11 - 58% Non-Traditional - 55% Remote Only: Grade 9 - 51% Grade 11 - 69%	
Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff *LEA's progress in creating welcoming environments for all families in the community *LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children *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	2020-2021 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. - 3.3 Initial Implementation Rate the LEA's progress in creating welcoming environments for all families in the community. - 3.7 High Initial Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals	2021-2022 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. - 3.3 Initial Implementation Rate the LEA's progress in creating welcoming environments for all families in the community. - 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals	2022-2023 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. - 2 Beginning Development Rate the LEA's progress in creating welcoming environments for all families in the community. - 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals	2023-2024 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. - 2 Beginning Development Rate the LEA's progress in creating welcoming environments for all families in the community. - 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals	Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. - 3.8 High Initial Implementation Rate the LEA's progress in creating welcoming environments for all families in the community. - 4.2 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. - 3.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for their children. - 3.3 Initial Implementation Rate the 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. 3.6 - High Initial Implementation	for their children. - 2 Beginning Development Rate the 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. 2 Beginning Development	for their children. - 2 Beginning Development Rate the 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 Full Implementation	for their children. - 2 Beginning Development Rate the 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 Full Implementation	High Initial Implementation Rate the 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. 4.1 - Full Implementation

Goal Analysis

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

4.1 - Parent and Staff Communication - Partially Implemented - Meetings have been held with parents both at the District and site levels sharing information with parents and offering parents an opportunity to share feedback. Surveys have also been administered to collect feedback to drive our decisions to best meet educational partner needs. Communication tools have been utilized for 2 way communication as well with Parent Square, email, and AERIES Portal usage. Digital signage still did not get purchased this year but will, hopefully, be purchased in the 24-25 school year once other projects have been completed. The Public Information Officer has been hired and she is working to increase parent and cimmunity awareness of activities, programs, etc. mostly through social media. The PIO is also beginning work on the cleaning up and updating of District website. Parents have shared that they wish the website was more user friendly in terms of how to manipulate the site and find information but also in being able to have access to most current information. In essence, they would like to see the site updated more frequently and consistently. Staff is also desirous of improved communication between administration and staff. District Improvement Team meetings will be more consistently held with department chairs and both site and district administration to open these lines of communication and improve decision making through improved, increased information sharing.

4.2 - Parent Education & Engagement - Partially Implemented - Due to facilities, we do not have the logistics to set up a Parent Education and Engagement Center; however, we do host many parent engagement activities (trainings, meetings, Parent University classes). Through scheduled projects, we hope to be able to open up some room to be able to house a Parent Education and Engagement Center that is staffed and available for parent usage and collaboration with staff. In the Fall of 2023, there were 275 parent registrations in Parent University with 60 certifications being issued; ion the Spring of 2024 so far, there have been 98 parent registrations in Parent University courses and 12 certificates (completions) have already been issued. The additional Community Liaision was hired as well as the Attendance Specialists to work with parents, guardians, and families in understanding the importance of student attendance in being academically successful. Attendance rates (particularly for chronically absent students whose family has been conferenced with through the A2A process with the Attendance Specialists) have improved back to pre-COVID rates, but we were just shy by 1.26% of our goal of 95% as of 22-23.

4.3 - Family Resources Coordinator - Partially Implemented - Our previous FRC Coordinator was just a piece of another employee's responsibilities prior to this school year. While services were available and provided, we will ensure that this position is not attached to another and gets the time and resources needed to fully support our SED, Foster Youth, and homeless students and their families. Mid-year, we hired a full time FRC Coordinator, and her duties include being the Foster Youth/ Homeless Liasion. Much more is coming out of and through our FRC this semester to support our unduplicated pupils in the way of providing basic services that they are lacking, connecting them to community resources, and supporting students in being academically successful and social-emotionally connected.

4.4 - Promote a positive, safe, inclusive, student culture - Fully implemented - All schools worked to publicly recognize students for their achievements and incentivize improved academic and social-emotional behavior. While more can always be done, we have celebrated accomplishments and encouraged positive behaviors. Link Crew was supported in assisting freshman students with a smooth transition to high school and mentoring opportunities.

4.5 - Promote attendance and Monitor Absences - Fully Implemented - Attention to Attendance (A2A) campaign was started last school year where staff conferenced (either through phone calls or home visits) with families and better educated them about the importance of attendance. A 40% increase in attendance was seen in the attendance of chronically absent students once conferencing occurred (in 2022-23). We continue to see the improvement in attendance of students once conferencing through A2A occurs. Incentives were provided for students with excellent attendance (not just perfect attendance, because we want to send a consistent message that when students are sick, they should stay home). The additional staffing to best support A2A was hired this school year, so more students and families are being serviced and coached.

4.6 - Transporation Services - Partially implemented - We understand the our most at-risk populations of students are dependent on school transportation to get to and from school. Some of our buses are very old, and some do not have proper air conditioning. To ensure that these students have the best experience preparing them for school, we have received an additional bus and an activity bus with built in air conditioning that is working on all buses (particularly since temperatures rise into the 120s in the Valley). We are still waiting on one bus that has been ordered. To be compliant with the upcoming zero emission vehicle stance of California, we also purchased electric buses which require infrastructure for charging. Our plan is to fully upgrade our infrastructure (currently, we have a mobile charging unit) to be able to support the buses being purchased which, in turn, are servicing our SED, EL, and homeless students day in and day out. We still also have a need to find and retain additional bus drivers; this has been a difficult area for hiring.

4.7 - Targeted Foster Youth Services - Partially Implemented - Due to the fact that we just hired an FRC Coordinator/FY and Homeless Liaison at semester, we had minimal resources available as both the COSAs (who were trying to assist in coverage of this area) had other duties on their plates. Since the hire of this position, many activities have taken place to ensure appropriate services, including counseling, are provided for Foster Youth and students (and families) experiencing homelessness. Field trip opportunities have also increased and more attention is now available to better prepare our FY for postsecondary options.

4.8 - Discontinued in previous years. Program eliminated in 2020.

4.9 - Supplemental Health Services for Low Income Students - Fully Implemented - The Family Resource Center was realized starting in the second semester of this school year. Services are increasing in provision through the FRC; we are still working to assist all schools' families in taking advantage of the opportunities. Due to the location nearest to Central, Central students and families are most likely to take advantage of services, but the FRC Coordinator is sending out a lot of communications, setting up programs, and making herself available on all sites for all students and families. It's a work in progress. Additionally, our Health team (Nurse and technicians) are working at each site to assist students with their medical needs as they arise on campuses. Supplies are available for these services.

4.10 - Positive Behavior Intervention and Support - Partially Implemented - PBIS stategies are being implemented on campuses, but since COVID, processes need to be cleaned up (established and/or relearned) and additional training is needed (both for new and veteran employees) to ensure that we are looking at positive ways to redirect bad behaviors.

4.11 - Student Voice Projects - Fully implemented - Student organizations planned activities on their campuses to promote and strengthen culture, student wellbeing, etc. on their campus and to ensure that unduplicated population students received support and regalia to be and feel more included and comfortable.

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.

Much of the unspent allocations to these actions (4.1, 4.3, 4.4, 4.5, 4.10) was in the area of overtime, salaries, and the resulting benefits. We have had a hard time either filling positions or finding willing/available employees for after contract hours activities. Monitoring will be greatly improved in the upcoming year. Additionally, in these areas, due to low human resource availability, other supplies weren't needed.

4.1 - Parent and Staff Communication - About 1/4 of our allotted budget was spent in this action this year.

4.2 - Parent Education & Engagement - Due to facility and qualified staff shortages, no Parent Education and Engagement Center (action 4.2) has been created on each campus; however, we spent about half of the money allotted to this action with personnel in the attendance world (Attendance Specialists, Community Liasons, etc.).

4.3 - Family Resources Coordinator - We slightly overbudgeted here, but our FRC Coordinator was hired late in the year. With the FRC Coordinator on board now, resources will be better utilized.

4.4 - Promote a positive, safe, inclusive, student culture - About half of the dollars allotted here were utilized. Again, availability of human resources played a role in our inability to spend the dollars fully and offer activities.

4.5 - Promote attendance and Monitor Absences - We overspent in this action with the addition of the partnership for the attendance campaign: Attention to Attendance (A2A).

4.6 - Transporation Services - We have overspent in this action with additional buses and other vehicles to our fleet for improved transportation of students, but we have been unsuccessful in finding additional drivers to add to our pool. We are also still waiting on orders to be fulfilled here as well (buses).

4.7 - Targeted Foster Youth Services - We spent about half of the allotted dollars in this action. Hiring an FRC Coordinator late in the year meant that there was not a full-time person keeping up with resources and such in this area. Additionally, ARP monies were available for some expenditures; with those dollars going away, this action will be better utilized in the upcoming year.

4.8 - Discontinued in previous years.

4.9 - Supplemental Health Services for Low Income Students - Most dollars were expended in this action for District Nurse, Health Technicians, and supplies/training.

4.10 - Positive Behavior Intervention and Support - We have not spent much of the budget allotted to this action. Most training (and professional development opportunities) conducted this year focused on academics and not PBIS. Availability of staff for activities outside of the contract also impacted our ability to expend these funds.

4.11 - Student Voice Projects - About half of the dollars allotted to this action have not been spent.

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

4.1 - Parent and Staff Communication - Partially Effective - Communication was effective in providing parents with information from the sites and the District Office. Parents agreed or strongly agreed with the following statements:
The school clearly communicates the rules for student behavior. (89.9%)
Staff responds within 24 hours to parent phone calls and/or emails. (82.6% - up from 69% in 21-22)
The school(s) keep(s) all families informed about important issues and events. (89.3%, small decrease from 22-23, but a huge increase from 51% in 21-22)
The survey also indicated that parents prefer to receive information through Parent Square (67%).

We hear from both parents and staff that there is still much to be done to improve communication.

4.2 - Parent Education & Engagement - Partially Effective - Due to the implementation of Parent University through Fresno State, parents have shared that they are learning new skills and are excited for the opportunities afforded to them. Over 60 parents completed courses in several online courses. The parent resource centers were not created due to other priorities in the district requiring more immediate attention and completion. Several parent meetings have been held throughout the year to share information regarding services, programs, graduation and a-g requirements, FAFSA, mental health services, etc. to support familiesin supporting their students. Many departments on campus have offered services and held meetings to support parents and families.

4.3 - Family Resources Coordinator - Effective - A Family Coordinator has been hired and services are increasing in provision through the FRC. The FRC is in a rebuilding stage, but qualitative data is showing that parents and families are taking advantage of services and coming in for emergency situations. They are feeling comfortable asking for help and are receiving assistance.

4.4 - Promote a positive, safe, inclusive, student culture - Partially Effective - Students who achieved academic, attendance, CTE, and sports successes were celebrated and recognized. Also, students who earned State Seal of Biliteracy were also recognized. Student focus groups however, did indicate that students wished there was more support for marginalized students and celebrated students who were making progress rather than being at the top of activities. Eighty-six percent of parents who completed our survey felt like their school celebrated the successes of students. There is still work to be done, however, in helping students feel connected to school; on the California Healthy Kids Survey, 59% of 9th graders, 58% of 11th graders, and 55% of Non-Traditional students say they feel connected to school. Athletics and extra-curricular activities are a form of intervention and we have increased the number of activities/sports available for students to participate in (this requires a 2.0 GPA so students work to keep their grades up and to have good attendance in order to participate). Clubs are another way to connect students to school. ARC is offered after school, but only 23% of the parents who completed our survey shared that their student participates in ARC. Somehow, we need to connect students, who cannot stay after school for whatever reason more fully to their schools. Relationships are the answer, and we are still working to improve relationships across the board. Sixty-nine percent of students who completed our survey shared that they enjoy attending school (either agree or strongly agree). Eighty-eight percent of students who responded to the survey shared that they feel safe on campus. Ninety percent shared that they feel like their teachers care about them. While these numbers seem high, the neediest of our students are not feeling the connectedness.

4.5 - Promote Attendance and Monitor Absences - Effective - Our A2A campaign showed a 40% increase in attendance rates of students considered chronically absent once conferencing had taken place (in 22-23). With the addition of Attendance Specialists and an additional Community Liaision, we are seeing continued growth in this area. We are analyzing attendance data for average equivalent days missed by grade, days of the week and month most often missed, etc. to determine next steps. As of March, our year to date attendance has improved over last year's numbers by 0.6%. Our chronically absent rate has decreased at all grade levels except 11th grade between 22-23 and 23-24 (0.07069% at 9th grade or 1007 absences, 0.04941% at 10th grade or 968 absences, 0.04099% or 968 absences at 12th grade). Excellent attendance celebrations are well received and have high participation.

4.6 - Transporation Services - Effective - All support was provided to students in need every day. Attendance rates are up and vehicles are being replaced to ensure our students are fully take care of (safe, comfortable, and at school).

4.7 - Targeted Foster Youth Services - Partially Effective - Services are much improved now with the addition of our FRC Coordinator. She is building relationships with students and their families. Our COSAs are also back to fully staffed (we had one out for nearly a year). We did our best and limped along with limited staff, but we are back at 100%. There is work to be done with our Foster Youth in the area of suspensions as we have seen an increase of suspensions by 5.6% with these students between last year and this year.

4.8 - Discontinued in previous years.

4.9 - Supplemental Health Services for Low Income Students - Effective - All support was provided to students. We have no complaints in this area, and students are able to see a health specialist anytime.

4.10 - Positive Behavior Intervention and Support - Partially Effective - While we are working toward positively reinforcing behavior and restorative justice practices, there is still a need for training and implementation of the Multi-Tiered System of Support as well as updated, continuous training to support staff in understanding the notion of changing behavior through positive means rather than discipline (both new and veteran staff). Suspension rates are up, however, by 0.9% (or 40 incidents) according to Ed-Data. Violence without injury is the leading category followed by drugs. COVID had a real impact our ability to get along and work together; we are seeing this trend at several levels in our organization. When looking at our AERIES Discipline Dashboard, however, 23-24 data shows a marked decrease in the number of discipline incidents. For example, in 22-23, there were 2115 tardy referrals and in 23-24 so far, there are only 1205 on record. In 22-23, there were 135 referrals for defiance, and in 23-24 so far, there are only 98 referrals for defiance. In 22-23, there were 95 referrals for Combat-Mutual, and in 23-24, we only have 66. And, lastly, in 22-23, there were 54 incidents recorded for drugs and alcohol, and in 23-24, there are 38.

4.11 - Student Voice Projects - Effective - Many activities took place through student leadership organized activities. We need to develop a metric for gauging effectiveness more quanitatively or qualitatively.

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

No major changes to goal or metrics will be made for the 24-25 school year. Wording of the goal has changed minimally and actions have been consolidated or chunked into more user friendly pieces. Adjustments have been made to allocations within the actions to assist in improving our support of students.

4.1 - Parent and Staff Communication - Parents have shared that they wish the website was more user friendly in terms of how to manipulate the site and find information but also in being able to have access to most current information. In essence, they would like to see the site updated more frequently and consistently. We will investigate the ability to use current staff more productively to assist in this area and/or investigate the opportunity for a new position to assist with website updating and upkeep. Staff is also desirous of improved communication between administration and staff. District Improvement Team meetings will be more consistently held with department chairs

and both site and district administration to open these lines of communication and improve decision making through improved, increased information sharing.

4.2 - Parent Education & Engagement - This will be lumped into action 4.1 for next year. We will come back to the idea of a Parent Engagement and Education Center when we have the facilities to house them on our campuses. We are contemplating a Parent Engagement Specialist to assist us with improving our offerings to and for parents, but hiring is a busy area right now to ensure that all of our classes are covered. We may continue to partner with Parent University for courses that parents can take to improve upon their knowledge base, but we are very interested in directing more of our parents to our Adult Ed program, particularly our EL parents through the medical pathway that is going to be offered.

4.3 - Family Resources Coordinator - We will hire clerical staff to assist and support the FRC (and other areas) especially when the FRC Coordinator is on sites and/or out in the community directly assisting our students and parents. We will create a survey to both track services rendered at the FRC as well as collect data for effectiveness.

4.4 - Promote a positive, safe, inclusive, student culture - We will continue to train teachers, survey students regarding relationships, and listen to the needs and desires of our neediest students.

4.5 - Promote attendance and Monitor Absences - Much will continue in this action as has been occurring with the addition of investigating and utilizing strategies to improve student tardies. Also, through feedback sessions, we have heard from parents and students that teachers are absent (or out of class) often, so we will also investigate strategies and activities to increase staff attendance and implement procedures for keeping both students and teachers in class more consistently.

4.6 - Transportation Services - We will add transportation options (perhaps public bus passes or additional after hour routes) for after extra-curricular activities for students whose families do not have access to their own transportation so that students are not walking long distances in the heat and/or dark for safety purposes. Additionally, we will try to hire a bus driver trainer to train more bus drivers (and to continue safety training for current drivers) and hire additional bus drivers for increased and/or less crowded routes. Additional vehicles are also a possibility as we have increased number of sports, activities, and opportunities for real life and/or simluated experiences (especially through our CTE and elective courses). We need to create a survey (or a question on our Student and Parent survey) to determine quality of these services rendered.

4.7 - Targeted Foster Youth Services - No change to this action. We will create a survey to track services renderd and to determine quality and effectiveness of services rendered.

4.8 - Discontinued in previous years.

4.9 - Supplemental Health Services for Low Income Students - No change. We will create a metric for measuring usage of services and quality of services rendered.

4.10 - Positive Behavior Intervention and Support - Metric will be added to analyze discipline referral data between years and number of suspensions.

4.11 - Student Voice Projects - No change will occur other than improved conversations with District and site staff to ensure activities are targeted to support the areas outlined in the LCAP.

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

Goals and Actions

Goal

Goal #	Description
5	Maintain basic services for all students, with a strong focus on our unduplicated students and their needs, by actively recruiting, hiring, and retaining highly qualified teachers, providing standards-aligned instructional materials, and providing a safe and effective learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Teacher Misassignments and Vacancies (Local Indicator Report) and number of teachers who are fully credentialed in the subject areas for the pupils they are teaching	2020-2021 0 misassignments	2021-2022 0 misassignments	2022-2023 0 misassignments 198 - number of teachers who are fully credentialed in the subject areas for the pupils they are teaching (94.7%)	2023-2024 Still clearing inappropriately marked misassignments in the system; however, currently, we have a couple of misassignments as we do not have teachers with additional authorizations needed to support students with TBI. CUHSD's teaching staff in comprised of 83.7% who have a clear credential which is slightly below the County (86%) and the State (84%).	0 misassignments 95% of teachers are fully credentialed in the subject areas for the pupils they are teaching

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Instances of Facilities not meeting "good repair" standard (FIT Results)	2020-2021 61 instances of facilities not meeting Good Repair	2021-2022 22 instances of facilities not meeting Good Repair	2022-2023 22 instances of facilities not meeting Good Repair	2023-2024 123 instances of facilities not meeting Good Repair (more detailed evaluations were conducted this year with the hiring of an Operations and Safety Manager. Desert Oasis - 41 Central - 39 Southwest - 41 Phoenix Rising - 2	ADJUSTED: 20 instances of facilities not meeting Good Repair
Percent of 11th graders on CHKS reported alcohol or drug use in last 30 days.	2020-2021 - 20% reported alcohol or drug use in last 30 days	2021-2022 - 45% reported alcohol or drug use in last 30 days	2022-2023 - 20% reported alcohol or drug use in last 30 days	2023-2024 - 10% of 9th graders reported alcohol or drug use in last 30 days 11% of 11th graders reported alcohol or drug use in last 30 days 22% of non-traditional students surveyed reported alcohol or drug use in last 30 days	15% reported alcohol or drug use in last 30 days
Percent of 11th graders on CHKS reported being very	2020-2021 11% reported being very drunk or sick	2021-2022 10% reported being very drunk or sick	2022-2023 7% reported being very drunk or sick	2023-2024 - 3% of 9th graders reported being very	8% reported being very drunk or sick

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
drunk or sick after drinking in the last 30 days.	after drinking in the last 30 days.	after drinking in the last 30 days.	after drinking in their lifetime 9% reported binge drinking (5 or more drinks in a row) in the last 30 days	drunk or sick after drinking in their lifetime 5% of 11th graders reported being very drunk or sick after drinking in their lifetime 16% of non-traditional students surveyed being very drunk or sick after drinking in their lifetime	after drinking in the last 30 days.
Percent of 11th graders on CHKS reported being high in the last 30 days.	2020-2021 9% reported being high in the last 30 days.	2021-2022 14% reported being high in the last 30 days.	2022-2023 8% reported being high in their lifetime 8% reported current marijuana use 4% reported current heavy drug use	2023-2024 - 10% of surveyed 9th graders reported any drug use in the last 30 days. 11% of surveyed 11th graders reported any drug use in the last 30 days. 22% of surveyed nontraditional reported any drug use in the last 30 days.	5% reported being high in the last 30 days.
Percent of students who reported on CHKS that Cigarettes	2020-2021 18% for Cigarettes and 38% for Vape	2021-2022	2022-2023 9% report difficulty of obtaining cigarettes,	2023-2024 12% of 9th graders, 10% of 11th graders,	13% for cigarettes and 25% for vape

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Vape Readily Available		14% reported being high in the last 30 days. 26% for Cigarettes and 51% for Vape	6% report difficulty of obtaining vape products	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	
CHKS: % Perceived Safety at School (Very Safe or Safe)	2020-2021 9th Grade - 73% and 11th Grade - 75%	2021-2022 9th Grade - 63% and 11th Grade - 61%	2022-2023 9th Grade - 64% and 11th Grade - 64%	2023-2024 9th Grade - 65% and 11th Grade - 67% (Traditional) Nontraditional students - 61% Qualitative data from student feedback sessions is that restrooms are still an area of concern for safety due to vaping and cleanliness.	80% for both
Suspension Rate (Data Quest)	2019-2020 Total Suspensions - 3.4% Percent suspended with multiple suspensions - 18.2%	Data Quest 2020-2021 The Suspension Rate was 0%; however, students spent 2020-2021 in remote, distance learning.	Data Quest 2021-2022 The Suspension Rate was 3%	Data Quest 2022-2023 The Suspension Rate was 3.9% (MSVA -0%, CUHS- 2.2%, SHS-4.9%,	Total Suspensions - 3.0% Percent suspended with multiple suspensions - 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Percent suspended with multiple suspensions was also 0% for the same reason.	Percent suspended with multiple suspensions was 5%.	DOHS-13%, PRHS-19%)	
		2021-2022		Percent of students suspended with one suspension (unduplicated student population) - 81.4%	
		CUHS: 1179 periods of suspension for 52 students		(MSVA-0%, PRHS-75%, SHS-79.4%, DOHS-82.6%, CUHS-93.5%)	
		DOHS: 520 periods of suspension for 13 students			
		MSVA: 0 suspensions		Percent (unduplicated student population) suspended with multiple suspensions was 18.6%. (MSVA-0%, CUHS-6.5%, DOHS-17.4%, SHS-20.6%, PRHS-25%)	
		PRHS: 0 suspension			
		SHS: 1649 suspensions for 61 students			
		Estimated Suspension Rate: 3%			
Expulsion Rate (Data Quest)	2019-2020 0%	2020-2021 Expulsion Rate: 0%	2021-2022 Expulsion Rate: 0%	2022-2023 Expulsion Rate: 0%	0%
		2021-2022 Expulsions = 5 students Estimated Expulsion Rate of 0.1%	2022-23 Expulsions = 2 students Estimated Expulsion Rate of 0.49%	2023-24 Expulsion Rate of 0%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Resolution for Sufficiency of Instructional Materials - Number of Students without access to standards-aligned instructional materials	2020-2021 0	2021-2022 0	2022-2023 0	2023-2024 0	0

Goal Analysis

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

5.1 - Qualified Teachers - Fully implemented - We had minimal misassignments and have already corrected procedures to ensure that these teacher misassignments are not continued. We heavily advertised for open positions through multiple modalities and have filled many positions . We supported new teachers through both BTSA/Induction and school procedures through multiple new teacher meetings and other professional development opportunities (workshops, mentors, etc.). We conducted training in Teacher Clarity through Corwin, relationships with Dr. Adolph Brown, SPED and EL strategies/practices, etc.

5.2 - Safe Non-Threatening Spaces - Partially Implemented - A safe space has been created at Central, Southwest, and Desert Oasis and students have access to these areas when needed. Through the Counselor of the Day program, where a counselor one day each week does not schedule themselves for any meetings, students are also able to access a person on campus when in crisis or is just in need of talking and/or getting counsel. The counselor is available to anyone who walks in with a need. While this need did not come up in feedback sessions this year as it did in previous years, we continue to investigate space staffed by a specific employee as a possibility for implementation. Space, at the moment, is difficult to come by and without adequate space, we are not ready to staff the space. Materials and have been purchased to make what spaces have been found more comfortable through alternative seating, lighting, sensory items, etc.

5.3 - Campus Safety - Fully Implemented. - The facilities inspection for the Williams Act was utilized to evaluate the safety and cleanliness of campuses. Additionally, CUHSD has contracted with Ruiz Insurance Agency and other consulting agencies to determine safety needs and to be proactive in fixing identified safety areas. Increased security on campuses has been in place to assist us through issues that have been identified (restroom safety issues, issues with vaping, etc.); extra eyes and hands to ensure safety on our campuses. Vehicles were purchased to ensure that staff could safely transport students and/or parents when necessary in emergency situations and also to more frequently visit homes to communicate with parents and to learn more about specific student/family situations. Improvements to wiring,

internet, etc. have taken place to ensure both physical safety of students (through technological systems in place for supervisory purposes) and virtual safety (through programmatic systems like firewalls, GoGuardian, etc.).

5.4 - Drug Intervention and Education Services - Partially implemented - We were also able to offer some group sessions facilitated by staff members in the Too Good for Drugs and Violence programs. We held a forum and drug awareness weeks to communicate dangers of drugs and programs available for assistance (in partnership with community programs and their resources). A few staff members were out for a portion of the year which impacted our ability to do all that was planned.

5.5 - Diverse Supplemental Instructional Materials - Partially Implemented - Diverse supplemental materials were purchased for various departments to support diversity and/or provide supplementary materials for standards achievement; the library, on the other hand, did not purchase many resources in the 23-24 school year due to the fact that we still have a vacancy for a Librarian. We are currently flying the librarian position and our library tech will be back on our campuses after a year of military leave.

5.6 - Student Safety and Belonging - Fully Implemented - Many staff members and counselors have been trained in ASIST (Suicide Prevention). Some group sessions have been offered for students who have experienced some kind of trauma, grief, etc. We have Mental Health Specialists on all campuses who meet with students and conduct group and individual therapy sessions as needed and on a regular basis. Our COSAs are also supporting our unduplicated pupils, specifically, in counseling sessions. CPI training has also been provided to classified and certificated staff for de-escalation strategies to ensure that we are supporting all students in a safe environment for learning.

5.7 - ARC Experience After School Program - Fully Implemented - ARC has been set up and has been running at Central Desrt Oasis/Phoenix Rising, and Southwest for after school activities for a few years now.

5.1 - Qualified Teachers - A large number of dollars were not spent in this area; professional development opportunities were paid out of other funding sources (Title II, Effective Educators). Most dollars spent were for advertising of positions to recruit qualified candidates.

5.2 - Safe Non-Threatening Spaces - A large number of dollars were not spent in this area. Facilities still pose an issue here, but schools have been able to carve out some small spaces and spent funds to furnish and purchase supplies for use in these areas.

5.3 - Campus Safety - We underbudgeted in this area and have spent well over the allotted dollars on safety features for the schools and District.

5.4 - Drug Intervention and Education Services - We spent most of the allotted in this area. With current staffing and the staff that were out for various reasons this year, we did not have the people and/or time to devote fully to this action. However, we have piloted the use of vape

detectors in restrooms and are moving forward with installation in all restrooms to deter this behavior. Restrooms and their safety (due in large part to the vaping taking place) have been high frequency topics in feedback sessions with educational partners.

5.5 - Diverse Supplemental Instructional Materials - About half of the allotted dollars to this action were not utilized.

5.6 - Student Safety and Belonging - Much of the allotted dollars to this action were not utilized. Other funding sources were also utilized for safety purposes.

5.7 - ARC Experience After School Program - Most of the dollars allotted to this action have been spent. Finding for snacks for this program will continue to be paid through this action into the summer.

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

5.1 - Qualified Teachers - Partially Effective - Advertisement of employment opportunities, training for new employees, and mentoring programs have occurred. Open positions are being filled. We continue to struggle to find diverse, fully qualified staff due to our remote location. Therefore, training is a priority for us to ensure that the staff we hire are prepared for working with our students and with with supporting our students through meeting District, State, and individual goals.

5.2 - Safe Non-Threatening Spaces - Effective - We are finding that either students need less mental health services than they did immediately after COVID or we are meeting their needs through the many services that have been implemented (Mental Health Specialists, additional School Psychologist services, Counselor of the Day, etc. Some students are taking advantage of the space that has been established for a short time that may be needed to decompress or collect oneself before returning to class.

5.3 - Campus Safety - Partially Effective - Through increased manpower, we have been able to better secure campuses. We are made aware of potential threats or concerns through Catapult's Anonymous Reporting feature which is utilized often to notify staff. Additionally, we better able to support student/family needs for transportation when necessary. Approximately 89% of parents shared that they feel the school campuses are safe through our parent survey, but there continue to be concerns regarding specific areas including restrooms, streets around campuses in mornings due to traffic, vistiors on campus, hard to see/monitor areas, etc. Raptor has been purchased, but we are still working to implement its usage on our campuses.

5.4 - Drug Intervention and Education Services - Partially Effective - Much of the money allotted to this action is dependent on human resources. The funds that have been spent have been in the areas of supplies for Red Ribbon Week, supplies and communications for the Fentanyl Community Forum, and drug testing for law academy. While vape detectors did not get paid out of this action, we are working to deter students from utilization of the restroom for vaping (a major cause of concern in feedback sessions with both students and parents). As these devices become something that staff is more familiar with and we improve our practices involved with the information we receive from these devices, we can identify students (and their parents) in need of some education and/or counseling. While only a small population of students received the service, we are working to keep unsafe practices of our teenagers down in an attempt to be proactive rather than

reactive all of the time. Numbers of referrals for anything related to drugs, alcohol, or tobacco in 23-24 totaled 204; this is a decreas from last year's 247. We expect to see a continued decrease in the number of referrals next year due to the education that has taken place this year through the sessions and through installation of vaping devices in the restrooms. Through the California Healthy Kids Survey administered this year, we are seeing a decrease in the number of self-reported being very drunk or sick after drinking in the last 30 days (11% in 20-21, 10% in 21-22, 7% in 22-23, and 3% of 9th graders and 5% of 11th graders and 16% non-traditional students surveyed in 23-24). There has been, however, an uptick in the number of 11th graders who self-reported being high in the last 30 days (9% in 20-21, 14% in 21-22, 8% in 22-23, and 11% in 23-24). And, percent of students who reported on CHKS that Cigarettes and Vape Readily Available, the numbers have not been consistent through the years (18% reported they are readily available in 20-21, 14% in 21-22, and 9% report difficulty of obtaining cigarettes while 6% report difficulty of obtaining vape products in 22-23 and 12% of 9th graders, 10% of 11th graders, and 10% of nontraditional students report difficulty of obtaining cigarettes while 8% of 9th graders, 7% of 11th graders, and 10% of nontraditional students report difficulty of obtaining vape products in 23-24).

5.5 - Diverse Supplemental Instructional Materials - Partially Effective - Some dollars were spent on supplementary instructional materials, but, again, other funding sources were available and utilized for these kinds of needs. Without a librarian on staff, library materials were not purchased this year which contributed to our lack of both new materials and spending of funding toward this action. In the parent/student survey, approximately 91% of surveyed parents believe that the school teaches students to positively embrace diversity. We implemented a pilot for the Ethnic Studies class this school year; we have made some decisions for graduation requirements in this area as a result, but we will keep these requirements rather flexible (grade level will not be established as long as students take the course in their high school tenure, etc.). This course will also assist us in supporting students through being more inclusive and understanding, valuing, and accepting our diversity.

5.6 - Student Safety and Belonging - Partially Effective - On our student survey, approximately 84% of students shared that they agree or strongly agree that "my school is a place where I feel that I belong and included in activities". Approximately 84% shared that they believe "Students at my school feel the administration is approachable (Principal, Assistant Principal, etc.)." Eighty-eight percent of students surveyed shared that they feel safe on campus through our Student LCAP Survey (up 1% from last year) while on the Healthy Kids Survey, 65% of 9th graders and 67% of 11th graders (up from 64% of 9th graders and 64% of 11th graders in 22-23) shared that they perceived the school to be safe or very safe. At Desert Oasis, 61% of students shared that they perceived the school to be safe or very safe. We still have work to do in this area particularly in the restroom area as qualitative data from student feedback sessions is that restrooms are still an area of concern for safety due to vaping, partition gaps, and cleanliness.

5.7 - ARC Experience After School Program - Effective - While we would like to have more students participate in after school activities with ARC, we recognize that sports, clubs, and other extra-curricular activities are going on at the same time. What is important for us here is that students, who are not participating in other activities after school, have a safe place to go after school (whether that's for homework help or just to be off the streets in a supervised place by caring individuals). On our 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.

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

No major changes will be made to the goal, actions, or desired outcomes other than actions will be consolidated or grouped together for improved efficiency of measuring effectiveness and provide a little more cohesiveness and flexibility for spending dollars. Allocations within the actions will be adjusted. Some of the metrics will change a bit as well with improved systems and data points available to us.

5.1 - Qualified Teachers - No changes.

5.2 - Safe Non-Threatening Spaces - Lumped into Campus Safety action.

5.3 - Campus Safety - No changes except for a question will be developed and added into survey regarding the restrooms and their safety since this concern has come up for a couple of years in a row.

5.4 - Drug Intervention and Education Services - The action will be titled Behavior Intervention moving forward, and we will track number of referrals and referrals to interventions.

5.5 - Diverse Supplemental Instructional Materials - This action has been moved to a more appropriate spot in goal 1 with regard to standards-aligned instruction.

5.6 - Student Safety and Belonging - This action will also be lumped into action 5.3.

5.7 - ARC Experience After School Program - No major change, but we will more closely track participation (on a monthly basis) and add a question to the Student Survey regarding quality of services offered through ARC (for those who participate).

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

On the CDE Dashboard for 2023, Central Union High School District has an enrollment of 4,093 students spread among five high schools (2 comprehensive sites, 1 alternative high school, and 2 schools of choice including a virtal academy). Of the 4,093 students enrolled, 95.3% of students are Hispanic, 2.7% White, 0.8% Asian, 0.7% African American, 0.1% Filipino, 0.1% American Indian, and 0.2% who reported two or more races. Additionally, 77.4% of students are considered socioeconomically disadvantaged, 26% are English Learners, 0.4% are Foster Youth, and 11.6% are Students with Disabilities. The district also offers a growing adult education program that serves over 1,300 adults in the community. According to 2023-2024 reports in CALPADS, students identified as English learners (EL) comprise 25% of the student population, the vast majority of whom speak Spanish in the home. The percentage of students who qualify for free and reduced lunch is 74.8% and are our percentage of students qualifying as Socio-economically Disadvantaged is 76%. Our LCFF Unduplicated count is 77.75%. There are 14 (.35%) students identified as Foster Youth and 105 (2.8%) students identified as experiencing homelessness. Ethnically, 95.3%

of students are Hispanic or Latino, 2.7% are White, 0.8% are Asian, 0.7% are African American, and 0.1% are Native American, and 0.4% are of other ethnic backgrounds including Filipino, Pacific Islander, and those claiming two or more races or not reported.

Central Union High School has an enrollment of 1955 students. Southwest High School has an enrollment of 1842 students. Desert Oasis has an enrollment of 131 students. Mt. Signal has an enrollment of 71 students. And, Phoenix Rising has an enrollment of 24 students.

Desert Oasis High School, Phoenix Rising, and Mount Signal Virtual Academy qualify 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, and a variety of Career Technical Education pathways are just some of the options that are available to students. Specialized instruction for English Learners, Migrant, and Special Education students enhances the educational programs of eligible pupils. In addition, a multitude of extra-curricular activities, including clubs and athletics, expand the opportunities for students to be involved in ways that positively connect them to school.

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

Post pandemic planning and instruction have required a concerted effort and focus on reengaging students, providing support to families, and creating a blended environment for students and staff where the use of technology becomes a learning tool and a regular part of the experience for all students in CUHSD. Intentional instructional planning, use of technology and other engagement strategies are been the focus of professional development. We have also been focusing on "connection before content" and equity for each and every student, especially those in marginalized groups. In the 2022-23 school year, with many new people in administration (both at the District Office and head leadership positions at 2 of the schools in the District), there has been a plan for continuity of what had been in place previously while people became familiar with the new jobs, processes, procedures, and staffing. Much planning has occurred to prepare for improvement in the 23-24 and 24-25 school years with professional development contracts being established with Corwin for Teacher Clarity and with Dr. Adolph Brown for establishing improved relationships, acknowledging and addressing biases, and establishing environments where students feel safe in 23-24. Through the Comprehensive Support and Improvement, Differential Assistance, and Compliance and Improvement Monitoring Processes, the District has also identified areas for improvement and is focusing in on supports and services for Students with Disabilities and English Learner students at our schools.

The District also has a growing Career Technical Education Program offering pathways in 8 industry sectors at Central (Residential and Commercial Construction, Financial Services, Engineering Technology, Biotechnology, Information Support and Services, Public Safety,Transportation, and Design, Visual, and Media Arts), 2 industry sectors at Desert Oasis (Personal Services and Information Support and Services), and 7 industry sectors at Southwest (Agriculture & Natural Resources, Financial Services, Patient Care, Food Service & Hospitality, Public Safety, and Arts, Media, & Entertainment).

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

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

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)

Based on the 2023 Dashboard, we recognize that we have work to do still, post-pandemically. While we have moved into the Orange for our All Student group and all of our subpopulations, mathematics continues to be an area of need, especially with English Learners and students with disabilities. Our scores on CAASPP are still well below standard (EL - 139 points below, Hispanic - 93.6 points below, Homeless - 125 points below, Socioeconomically Disadvantaged - 105 points below, and SWD - 184.5 points below). About 21% of All Students met or exceeded standards in math: whereas, 0% of students with disabilities and 1.67% of English Learners met or exceeded standards (a decrease in 2023 over 2022). English Learners at Southwest scored in the red on the Dashboard. Newer courses of Financial Algebra, Summative Math, and Consumer math courses were designed for 11th/12th grade students and were implemented in the Fall of 2019. COVID set us back in determining effectiveness of those courses at that time, but we are getting back on track and are analyzing data to determine their impact on students understanding and achievement. Agile Mind program, an intensive Algebra program with a lot of relevancy worked into the curriculum has been used at Central as well. Through this year's educational partner feedback sessions, the need for both Teacher Clarity and relationship building continue to be emphasized, particularly in the areas of math and science. As a result, CUHSD will continue to invest time and resources with Corwin to offer Teacher Clarity training to the District where foundations will be laid through professional development days and coaching/implementation sessions will occur throughout the year. Administrators and coaching staff will provide support and feedback through walk throughs and Learning Walks. Dr. Adolph Brown worked with our staff, particularly math and science, as an effort to address concerns expressed by both students and parents regarding relationships and practices that may not be considerate of the kinds of trauma in students' lives, to analyze our biases and practices to be more in tune with our students and establish better trust, more safety and appropriate learning environments, and equitable practices in and through our actions. Through continuation of these strategies, and work to be conducted through coteaching training and course delivery as well as inclusionary and accessibility training for all teachers, we expect to see both an upward trend in students' attitudes toward math as well as increased achievement results. Additionally, we are going to be administering the NWEA Map Growth assessment for both baseline and progress analysis purposes. Rather than relying on current quarterly assessments and classroom assessments, we will be tracking student progress or lack thereof three times a year to best know how to meet student needs and adjust instruction to meet those needs. We are having hard conversations, we are reflecting, we are analyzing data, and we are ready for marked improvement.

ELA as measured by CAASPP has become an area of analysis for us as we have dropped below standard for the first time. In 2022, our All Student group scored 24.5 points above standard, and in 2019, All Students scored 21.8 points above standard. Both ELs and SWD, scored lower than All Students in 2019 (ELs - Red - 44.8 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). So, ELs and SWD have been an area for improvement for a few years, but with COVID, CUHSD has been trying to just get back on track. In 2023, All Students dropped to yellow status as a result of the decline in scores by 11.6 points; still, this group is scoring above standard (11.9points), but lower than before. ELs (at the District level and at SHS) and SWD (at the District level and at CUHS) are still scoring in the red area. Language instruction needs a more focused push in 24-25. Reading programs are being purchased to assist students in their learning gaps particularly in the area of reading (ThinkCerca and Wilson Reading Program). Additionally, administration of NWEA Map Growth exam will provide us with standards most needing to be addressed and mastered in ELA and ELD instruction for 24-25.

Another metric related to mathematics that is of concern is the district's percentage of students who meet UC/CSU course requirements. Dropping from 31.9% in 2018 to 29.3% in 2021 to 19.9% in 21-22, the rate has been well below the state rate of 43.6%. In 22-23, we jumped to 29.1% of our students meeting a-g requirements districtwide; that's a 10% increase and reason to celebrate. 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. Our graduation requirement of successful completion of three years of math beginning with the class

of 2023 and the additional third year math optionsmay have assisted in this increase (Financial Algebra, Summative Math, and Consumer Math). Financial Algebra is an a-g approved course for students who do not intent to major in a STEM subject in college. Summative Math is a non a-g approved coursed that teaches Algebra 2 concepts without the depth required in an Algebra 2 class; this class is meant to expose students to Algebra 2 concepts and prepare students for the CAASPP. Consumer Math is a class meant only for students who have not been successful in either Summative Math or Algebra 2 as juniors to meet the graduation requirement; the purpose of this course is to focus on everyday applications of basic math skills as they are applied to real life topics (buying a car, budgeting money, investing, paying taxes, etc.). We understand that Algebra 2 is the best preparation for both CAASPP and post-secondary math coursework, so we need to work to improve instruction in this area as feedback from our students notes. 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 will be more intentional. Opportunities for students to make up or improve grades will be provided through Summer School, RRR, and other interventions. Additionally, more counselors have been hired and will be hired to lower caseloads of counselors allowing them to more fully support the students on their load through class selection, college and career counseling, etc.

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 which is a drop from 62% in 2022; however, English Learners in 2023 were at 10.32% (a decrease from 15.16% in 2022) and students with disabilities were at 12.5% in 2023 (a decrease from 13.34% in 2022). English Learners scored in the low performance level in 2022 and red in 2023, and SWD scored in the very low level in 2022 and red in 2023 as compared to their "all students" counterparts who scored in the medium level in 2022 and yellow in 2023. 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, 16.5% of students learning English were considered well developed (16.5% well developed, 33.7 % moderately developed. The graduation rate for the class of 2022 was 89.3% (medium level) and 84.8% for 2023. English Learners was 80.2% (down from 81.9% in 2022) and 78.8% (down from 80.2%) 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 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; 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. This momentum may have stagnated in 23-24; while ELLevation was reviewed with teachers during PD opportunities, there was not the focused walks and collaboration (we were short-staffed for much of the year in our Instructional Support Team). 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; a contract with WestEd has been signed as we move forward with training teachers in the coteaching model to more fully support Students with Disabilities in the General Education classroom (in the Least Restrictive Environment). 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; we will hire 2 additional School Psychologists in 24-25 (with a focus on behavioral needs for both SPED and non-SPED students) 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 taking place in the 24-25 school year has also been a topic of heavy discussion and a work in progress. We have listened to all educational partners 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.

Graduation: Our graduation rates have fluctuated in recent years (between 92.4% and 84.3%), and we still find ourselves in recovery from the pandemic. Currently, All Students, Socio-economically Disadvantaged students, and Hispanic students have achieved red level for graduation rates on the Dashboard at Desert Oasis High School and Mt. Signal Virtual Academy. Through the hiring of additional counseling staff in 23-24, more attention has been placed on analyzing students' gaps and ensuring that counseling is occurring in the areas of both classes needed for graduation and classes needed for a-g fulfillment. Additional teachers have been and are currently being hired to ensure that we have enough opportunities in subject areas for students to have access to courses of choice (fine arts and CTE, in particular) as we have heard from students that access can be difficult in these areas due to the large number of students interested in taking them. We also recognize a need to ensure that our EL and SED students as well as SWD gain entry into these courses before other students are able to take multiple classes; this will require vigilance in strategic placement of students and course placement in the Master Schedule to ensure that class placement aligns with student course requests, desires, and needs. To this end, we utilize Cardonex for scheduling support to help us identify conflicts in course placement during the creation of the Master Schedule, and we are moving to expand facilities on our campuses as, logistically, we are running out of room to place both staff and classes.

College/Career: We have not yet met our College Career Indicator goal of 50% of our All Student group prepared (we made it to 40%). We believe that we have some data reporting issues on our side that we are cleaning up, but the future is bright in CTE at CUHSD. Students with Disabilities and English Learners do not currently complete a CTE pathway at the same rate as their counterparts; we have identified some root causes/obstacles and working toward inclusivity and accomodations in this area as well as others. In the all student group, 40.4% of students have completed at least one CTE pathway. Only 17.7% of ELs and 9.7% of Students with Disabilities have completed at least one CTE pathway in 22-23 (these numbers are lower than pre-pandemic numbers and we are incrementally gaining traction here. Students with Disabilities at CUHS and SHS, and All Students, SED, and Hispanic students at both MSVA and DOHS have achieved red level for College Career Readiness on the dashboard. Focus will continue to be placed on students having equitable access to a broad course of study, including an increased offering of CTE courses at all sites. A Personal Services pathway was started at Desert Oasis High School and an Ag Mechanics pathway was started at Southwest High School in 22-23. A Cadet program (in the Public Safety sector) was added at Southwest High School in 23-24. Additional pathways are being investigated for 24-25 or 25-26 with utilization of 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, we have hired Instructional Assistants to serve in our CTE pathways and are looking to hire additional staff to better support students with safety, language, and content support concerns. We will also offering independent study options in the areas of careers at MSVA that includes A-G courses to allow students to pursue a diploma in a distance learning format. The number of students taking and passing AP/IB exams is up from a 16.4% passage rate in AP in 19-20 and a 2.2% passage rate in IB in 19-20 to 51.3% passage rate in AP in 23-24 and a 62.25% passage rate in IB in 23-24.

Suspension: In 21-22, Foster Youth and Students with Disabilities and English Learners both landed in the medium level while the all student group (as well as homeless, socioeconomically disadvantaged, Hispanic, and white) landed in the low level. In 22-23, Foster Youth

have landed in the red at the District level (22% suspended at least one day). Additionally, English Learners and Students with Disabilities at SHS, and All Students, SED, and Hispanic student groups at DOHS have achieved red level for suspensions. We have made great progress with Students with Disabilities as this group has landed in the yellow (with 5.8% suspended at least day one day). In order to address this gap, CUHSD provided professional development in the area of Social Emotional Learning, Restorative Circles, Academic Youth Development, and alternatives to discipline through the PBIS process; this is still a work in progress. Sites will continue to analyze data and will work towards alternatives to suspension. Mental Health Specialists, Counselor of the Day, and other personnel have worked to be proactive in meeting mental health and social-emotional needs as well to try to mitigate situations before they escalated. We will also continue to use Student Success Teams and SARB as ways to provide supports and interventions to parents and students. Many of our more serious disciplinary issues include combat-mutual, drug/alcohol/tobacco and/or paraphenalia, and being under the influence. For these purposes, we have held Drug and Alcohol counseling through IC Behavioral Health, group sessions targeting these areas utilizing the Too Good for Drugs curriculum, and several presentations to both students and parents regarding the dangers of drugs with presenters from IC Sheriff's Office, SHS Health Academy, etc. We will continue these presentations and trainings with students and will bring in parents for Saturday School opportunities to learn how to support their student through these issues and to help them with strategies for finding help.

Safety: Thirty-one percent of freshman students in 23-24 indicated on the CHKS survey that they felt "neither safe nor unsafe" at school, 5% felt "unsafe" or "very unsafe" at school. This number 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. 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.

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.

Reflections: Technical Assistance

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

Students with Disabilities meet the criteria for Differentiated Assistance in falling in the red on the Dashboard in two priority areas Pupil Achievement - ELA, Broad Course of Study - College and Career). Through the Differentiated Assistance process in 23-24 and through reviewing and analyzing District data and identifying the comprehensive needs, we are looking deeper at the root causes for the primary concerns (particularly with English Learners and Students with Disabilities) and identifying resource inequities that will lead to evidence based interventions and alignment to the goals, actions, and services in CUHSD's LCAP that might be the most successful to implement to bring about marked improvement.

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

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

Trust is a major issue as far as staff goes; we have a need to set expectations, work through procedures, and follow through on all initiatives and services.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Desert Oasis High School has been identified for CSI due to the change in graduation rate requirements for DASS schools.

Support for Identified Schools

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

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

Desert Oasis is committed to implementing Teacher Clarity on campus with fidelity. Through the strategies that Teacher Clarity brings, staff believes that student needs can be better met through the constructive alignment between the lessons, the tasks, and the assessments of any given unit to ensure that the lesson is relevant, accurate, and comprehensible to students. Through this Teacher Clarity training, eight ideals and effect sizes are tackled:

Teachers and students, working together, evaluate their impact (d=.90)
All have high expectations (d=.90)
All move toward explicit success criteria (d=.77)
All use the Goldilocks principle of challenge - not too hard, not too boring (d=.74)
All see that errors and trust are present opportunities to learn (d-.72)
All maximize feedback to themselves about their impact (d=.72)
All focus on enjoying learning and appreciate that learning involves hard work
All ensure that there is optimal proportion of surface to deep learning (d=.69)

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

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

Additionally, DOHS graduation requirements have been modified to better meet the needs of students on that campus and to ensure realistic expectations for students that lead to a meaningful diploma. Counselors are evaluating students, their coursework, and their future goals in determining classes to take without holding students back from their future goals.

All CSI funds will continue to be dedicated to the support of DOHS improvement efforts.

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

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

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

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 (11/13/23 and 11/17/23 at CUHS, 11/14/23 and 11/15/23 at SHS, and 11/30/23 at DOHS) / Surveys (LCAP Feedback Survey and California Healthy Kids Survey) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.
Parent Focus Groups SPED Moderate/Severe Special Education Parent Meeting	In Person Feedback Sessions (12/5, 2/28, 5/21) / Surveys (LCAP Feedback Survey) In Person Meetings (10/16, 1/11, 1/16, 4/23) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP. Listened to parent concerns with program transfer to elicited feedback for student needs for possible inclusion in LCAP.
Certificated Teachers / El Centro Secondary Teachers Association District Improvement Team (DIT)	Virtual Feedback Session (3/12/24) / Survey In Person Meeting (4/30/24) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, elicited additional needs/considerations for the new LCAP.

Educational Partner(s)	Process for Engagement
Classified Employees and Classified School Employees Association Representatives	Virtual Feedback Session (3/6/24) 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.
Foster Youth Consultation Meeting	In Person Meeting at ICOE (3/25/24)
SELPA Consultation Meeting	Virtual Feedback Session (4/18/24)
Principals, Site Administration, and District Administration	In person and Virtual Meetings (Monthly) Reviewed Dashboard and other data, got feedback on progress made toward goals, discussed possible goals and actions, shared other educational partner input/feedback, elicited additional needs/considerations for the new LCAP.
MSVA Student/Parent Groups	Surveys administered in early Spring Got feedback on progress made toward goals and elicited additional needs/considerations for the new LCAP.
DOHS/PRHS School Site Council	Quarterly In Person Meetings (10/5, 12/5, 3/4, 5/30) 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.
DOHS Student Group	In Person Meeting (11/30/23) Reviewed Dashboard and other data, got feedback on progress made toward goals, elicited additional needs/considerations for the new LCAP.
English Learner Advisory Committees (DELAC and ELAC)	In Person Meetings

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
	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 (2/8, 3/22, 4/19, 5/6, 6/12)
	Reviewed Dashboard and other data, discussed possible possible root causes, disucssed possible goals and actions, elicited additional needs/considerations for the new LCAP.

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

During the 2023-2024 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 and virtually. LCAP Advisory meetings were held on 12/5, 2/28, and 5/21. Parents were able to provide verbal feedback in those meetings beginning as early as August 2023. Surveys were sent via Parent Square, email, and social media to all parents, students, and staff. Data from these surveys and feedback sessions has been or will be shared via Faculty Meetings, Leadership meetings, CUHSD Board Meetings, and through Parent Square.

Due to the Moderate/Severe Program transfer from ICOE back to districts of residence, we held a few meetings (10/16, 1/11, 1/16, 4/23) with parents of these students to listen to their concerns and to ensure that we got their feedback in meeting the needs of their students.

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 1,047 responses (approximately 1/4 of our student population). Student feedback sessions took place on 11/13/23 and 11/17/23 at CUHS, 11/14/23 and 11/15/23 at SHS, and 11/30/23 at DOHS. The student survey was administered in April of 2024; personal visits during the first semester and digital survey results have given us data with which to compare to determine if situations, opinions, etc. are similar or if changes have occurred. 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, and much has been written into the LCAP as actions to be taken (or investigated).

El Centro Secondary Teachers Association and Classified School Employees Association Feedback: Surveys were sent via email to all teachers and staff. LCAP Advisory Meetings were held with these two groups of partners in March (ECSEA on 3/6 and ECSTA on 3/12). Additionally, a District Improvement Team (DIT) meeting was held on 4/30/24 to share preliminary goals and actions for feedback. 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. We also meet with the Moderate/ Severe Program Transfer staff a few times to get their feedback regarding program and student needs (2/13, 2/16 - Classified staff and 2/16, 3/7 - Certificated staff).

Certificated Administration and Classified Management: An LCAP Monitoring Tool was developed during the summer of 2023 and shared with administrators in the July 2023 Leadership Kickoff. Meetings were held with each site administration team periodically throughout the year to check progress, monitor spending, and discuss next steps for improving offerings and student achievement. Additionally, 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 modifying of the LCAP for 24-27.

Students who are Foster Youth: Feedback was obtained from consultation meetings held and hosted by ICOE with participation of a panel of people who work directly with Foster Youth (counselors, IVROP, ICOE, and CASA Advocates, and other community members) on 3/25/24. Both the Foster Youth Liaision and the Assistant Superintendent were in attendance at this consultation.

Special Education: CUHSD was identified for a couple of Program Improvement activities in 2023 and 2024 (CIS at Desert Oasis and CIM at the District level). Part of those processes has included discussion of the needs of students with disabilities. SHS was identified as an ATSI school in 21-22, so we have been working on improvement in the areas identified through that process. In the 23-24 school year, CUHSD has been working with ICOE through the Differentiated Assistance process; four meetings have occurred to look at data and discuss/plan for improvement measures. CUHSD participated in the SELPA LCAP Stakeholder meeting offered by Imperial County Office of Education on 4/18/24. Conversation with teachers and counselors (as well as training) is occuring as a result of these conversations as we are identifying processes and procedures in need of improvement and making adjustments to our system to ensure that we are meeting our legal responsibilities as well as addressing gaps/identified needs in our systems and practices for both Students with Disabilities, English Learners, and those who are Dually Identified.

MSVA students and parents were surveyed to determine needs for both the LCAP and utilization of Equity Multiplier dollars. Because these students are attending school virtually for some reason or another, it was determined at a survey would best facilitate our collection of data for these students (and their families).

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

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

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

Students:
*Treat all students fairly and respectfully, build relationships and trust with students, and demonstrate patience/flexibility (and accomodations when necessary) with students and their questions/needs
*Offer interventions during the school day; hire additional instructional staff (particularly in math and science) to assist students in understanding concepts taught (particularly for EL and SPED students - need more than tutoring)
*Provide clarifications, provide various or multiple modes/opportunities for solving problems and/or demonstrating mastery, and provide feedback that will help students know how to improve
*Embrace student questions (check for understanding more often and address those questions during/through instruction)
*Hire adults other than teachers for tutoring, or have different teachers available to get other ways of instructing
*Increase the engagement and interaction in classes; more teacher involvement
*Provide support for homework
*Increase course offerings (particularly in the world of electives)
*More opportunities for meeting with counselors; counselors seem too busy or don't follow through
*Keep School based Mental Health Services on campuses
*Improve security/safety in restrooms (increased privacy, less drug related behavior, improved cleanliness)
*Address traffic around campuses for safety
*Provide changing area for DOHS/PRHS girls for PE
*Higher quality Chromebooks
*Improved food options at DOHS/PRHS
*Edgenuity contracts are boring
*Create a library for DOHS/PRHS
* More hands-on classes
*Slow down instruction; check for understanding and provide support during instruction
*Need for a study spot before/after school and cool areas to congregate when it's hot outside
*Beautify campuses; add murals around schools
*Need reading instruction
*Better advertising of core course options (advertise like we do for CTE)
*Offer tutoring via Google later in the day (after extracurricular activities)

Parents:
*More opportunities for support, especially in math and science (in class interventions, different strategies utilized to teach) - particularly Algbera 2 and Chemistry
*Train teachers in approachability, relationship building/trust with students, trauma-informed practices

*Train/better inform parents (in use of Portals, a-g requirements, CTE offerings, extra-curricular offerings, etc.)

*Open, improved, more widespread communication at all levels (update website more frequently and consistently)

*More community/parent events/trainings

*Counselors serve more students, more frequently; improved availability

*Involve parents in course selection

*Improved accountability

*Improve transportation availability and location of stops (including post-extracurricular activities)

*Improve safety in restrooms

*Add nore creative/art classes (music, ceramics, art, etc.)

*Add Life Skills classes and instruction

* Many CTE classes are full

*Improve interventions available on campus at all levels in all areas (academic, social-emotional, etc.)

*Increase STEM course availability at SHS

*Improve Saturday School program; ensure it's instructional (maybe AP Bootcamps, mental health presentations, club activities, reteaching of core content)

* More recognitions and celebrations (attendance, honor roll, AP completion, etc.)

* Use Advisory more strategically; students tell parents it's boring and a waste of time)

*Increase staffing (more IAs, more tutors)

* More frequent teacher check-ins and checking for understanding with both students and parents

Staff:

*Must focus on SWD and ELs - need training, support, and coaching

*Include VAPA; need to address access

*Add Reading Specialists, Reading Intervention, Reading Program. Writing skills have decreased too; programs/opportunities for improving writing skills

*Add Math Specialist, 1:1 assistance for struggling students (maybe with a different adult than the classroom teacher)

*Incentivization for Teachers/Staff - Culture Builders

*Improved metrics - need baseline and progress report data to help us how or if we are progressing

*Sports Coaching Training regarding safety

* Need to improve culture/staff morale is low

*Increased transportation for extra-curriculars (and transportation home after these activities)

*Need FRC Clerical/Reception

*Need CAASPP Training - need to know structure, Blueprint, question types

*Need Standards/Framework Training

*Need Admin SPED Training

*Need Translator for meetings (more than parent meetings; need translation for SST, 504, IEP meetings)

*SPED Pre-School date for student tours, etc.

*SPED Prom or other activities

*Need Circle of Friends training and supplies/PEERS training and supplies (self-regulation/social skills for stu with autism)

*Need improved tutoring after school (use IAs and tutors)

*Investigate metal detectors at the entrances

*Need more office space (we have availability and privacy issues)

* Use of Raptor for safety purposes

*Chromebooks need to be updated too often; need to be fixed often (need a better option or device)

*Investigate tardy incentives (too many students are late to class)

*Need more IA/classified trainings (First Aid, CPR, AEDs, how to react to different situations)

*Need Reunification training/procedures and communication of those procedures out to staff (ability to complete a simulation?)

*Need flexible seating for students with specific needs

*Need Language Building Curriculum for ALAS and other support classes

*Need Language acquisition training for teachers (ELD training for all teachers)

*Need actual NARCAN training for ALL staff (classified and certificated) - more than a mention and an identification of location

* Add Medical Math at Central

*Need to address math CAASPP preparedness

*Need new Mathematics framework training

*Need funding to develop and implement EL/CTE expanded learning opportunity (afterschool); CTE Exploration-to provide exposure and access to industry pathways

*Need AI Academy (how to get it in the hands of students and staff with training)

*Provide Co-Teaching Training / Inclusion of more than one department

*Improve lighting at SHS in the parking lots and quad areas

* Improve CTE Facilities: continue to provide industry standard facilities and equipment for student learning (maintenance/upkeep of CTE Facilities)

*Expand CTE Offerings: Provide industry certifications for CTE courses (maybe AI related pathways)

*Improve School Safety: vape detectors at all sites in all restrooms

* Add custodial staff to provide a safe/clean environment for students

* Expand FRC services to all sites to assist families and provide quick direct services during parent conferences

*Investigate partnerships with feeder schools to expose middle school students to CTE pathways

*Provide RRR for 9th graders who fail core classes to make them A-G

*Reassess Credit Recovery procedures; looking at specific needed units rather retaking the whole class

*CTE Summer Courses: add CTE component to summer school offerings

*School Culture/Belonging: provide staff training in Diversity, Equity and Inclusion; Trauma-Informed Practices

*Provide opportunities for articulation with feeder schools to vertically align

*Facilities improvement for school culture: murals, beautification, etc. Restrooms need improvement too (sanitation is a real issue).

*Campus Safety: Keep additional security to support student wellbeing

*Improve Student Culture/Belonging through funding for assemblies focused on substance use and mental health

*Saturday School Academies: offer workshop based Saturday School opportunities (ex: STEM activities, Career Readiness, Leadership, Chess, etc.)

*Continue ARC funding to support students with after school activities

*Continued IEP development and implementation training

*Collaboration between departments for improved strategies/offerings

*Consider adoption of some semester based courses for students to start at semester rather than jumping in half way

*Improve interventions during the day for increased academic success
*Finish shades at all sites for outside learning facilities
*CUHS - New Transportation pick up/Drop off area to improve safety and traffic around campus (due to analysis by Safety staff and CTE students regarding drop off safety).
*Consider hiring a driver for picking up Homeless Youth at motels where they are "living".
*Hire additional School Psychologists (Behavioral Specialists) due to program transfer students and behavioral needs of students
*Continue technology upgrades, staffing, and supplies.
*Increased, improved communication from leadership
*Provide tutoring in library after school again
*Better customer service
*Consider strategies/procedures for serving students who cannot come to campus for medical reasons (pregnant teens, homebound students), particularly those for whom Virtual Academy is not a good fit
*Connect students to community college
*Incentivize parent events (opportunities for collaborating and informing parents of opportunities)
*Improve information available/marketing for programs, departments, schools (ensuring partner groups understand what is available)
*Increase counseling services through the hiring of more counselors

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

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

*Provide a Work Study Program for students

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

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

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

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

For example in Goal 1, student and parent feedback indicated that math and science were areas of concern both academically and social-emotionally. As a result, more professional development in the areas of strategies, teacher clarity, and relationship building have been added to the LCAP as well as opportunities for hands-on activities and experiential activities (competitions, field trips, etc.). Additionally, availability of interventions was voiced as a concern. Collaborative department time through pull-out sessions and Collaborative Wednesday activities

will be coordinated to give teachers/content teams the opportunity to analyze data and make determinations regarding both instruction and interventions. Through the Teacher Clarity training, data analysis (including the new to us NWEA Map Growth assessment for baseline and growth data), and classroom observations, both administrators and teachers will be better able to identify areas of concern and use data to address those areas to ensure that students' (and teachers') needs are met. Education Modified was purchased but needs to be better communicated (and properly trained) to streamline creation and access to student plans and ensure that all staff have access to the information with which to make instructional decisions. Schools are investigating and implementing reading programs as a result of gaps we are seeing/experiencing in this area. Tutoring options and opportunities and being rethought to include the possibility of later in the evening virtual options with our staff. Additional staffing to address behavioral concerns that are impacting student ability to be successful in the classroom as well as to address other areas like speech. We are increasing our counseling staff to provide better service to more students (lower caseloads should equal improved results). Educational partner feedback indicated that the 1:1 Chromebook initiative was a success and students had access to technology as a learning tool. Due to this educational partner feedback, funding was continued in the LCAP to support this initiative including the distribution and collection of Chromebooks.

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

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

In Goal 4, parent feedback regarding Parent University was positive, but number of participants is rather low; it was requested that the program continue, but we are considering a better advertisement campaign for sharing our District's Adult Ed program to get parents to begin or continue working through a certificate/diploma program. Educational partners have pointed out the need to ensure that Family Resource Center services are available to all students and families in the District, not just those at Central due to the location of the FRC close to Central. With the hiring of a fulltime FRC Coordinator and the need for her to be at different sites throughout the week, we recognize the need for fulltime reception at the FRC which has been added to this goal. Promoting attendance for both staff and students, but mainly staff, was a topic of high concern in feedback sessions; we have included strategies for keeping staff in classrooms more consistently in this action. Transportation is always a topic of feedback; we are investigating the ability to add routes and keep buses from being too crowded. To this end, we are rehiring a Bus Driver Trainer and will work to improve our transportation including possible after extracurricular activities options. Our program transfer parents were vocal about the need to ensure that transportation for their children is uninterrupted as well. We have included an action regarding increasing and improving extra-curricular options (which are great, proactive interventions due to the fact that many students

keep their grades up in order to participate), we foresee a need in the future to include those additions in the LCAP. We also have heard that there is an increased need for training for coaches, particularly those who are off campus coaches, in the areas of safety and liabilities, etc. Students have also requested beautification efforts at the schools in the way of murals and such for building culture, pride, etc. as well as cool building congregation options during the summer/hot months.

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

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 All Students: 91.4 points below			Math CAASPP: All Students: Achieve Yellow Level in math and score no lower than 20 points below standard, 30% MEET OR	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard)- 20.86% Met or Exceeded Standards			EXCEED STANDARDS	
		English Learners: Orange (139 points below standard - Increased 8.6 points) - 1.67% Met or Exceeded Standards -			English Learners: Achieve Yellow Level , 15% MEET OR EXCEED STANDARDS	
		Students with Disabilities: Orange (184.5 points below standard - Increased 11.5 points) - 0% Met or Exceeded Standards			Students with Disabilities: Achieve Yellow Level, 10% MEET OR EXCEED STANDARDS	
		Homeless: Orange (125 points below standard - Increased 10.9 points) - 6.25% Met or Exceeded Standards			Homeless: Achieve Yellow Level, 12% MEET OR EXCEED STANDARDS	
		Foster Youth: No Data Available			Low Income: Achieve Yellow Level, 22% MEET OR EXCEED STANDARDS	
		Low Income: Orange (105 points below standard) - 16.43% Met or Exceeded Standards			CAST: All Students: Standard Exceeded and Met - 30%	
		CAST: All Students: Standard Exceeded - 3.03%, Standard Met - 20.16%			English Learners: Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: Standard Exceeded - 0%, Standard Met - 0%			Exceeded and Met - 10%	
		LTEL - Standard Exceeded - 0%, Standard Met - 0%			LTEL - Standard Exceeded and Met - 10%	
		Students with Disabilities: Standard Exceeded - 0%, Standard Met - 2.56%			Students with Disabilities: Standard Exceeded and Met - 12%	
		Homeless: Standard Exceeded - 0%, Standard Met - 14.29%			Homeless: Standard Exceeded and Met - 30%	
		Low Income: Standard Exceeded - 1.86%, Standard Met - 15.94%			Low Income: Standard Exceeded and Met - 30%	
1.2	Fall and Spring Achievement Data from MAP Growth student achievement data for ELA and Math - Grades 9-11	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) .			65% of students will meet or exceed their growth projections in Math from Fall-to-Spring annually	
	Insufficient Textbook Findings - Williams Visit	0 findings on Williams Visit (23-24)			Maintain 0 findings on Williams Visit	
	LCAP Self-Reflection Tool - Priority 2: Implementation of State				Priority 2: Implementation of State Standards -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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)	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			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	
1.3	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	ELA CAASPP All Students: Yellow (11.9 points above standard) 54.88% Met or Exceeded Standards English Learners: Red (55.3 points below standard) 10.32% Met or Exceeded Standards			ELA CAASPP - All Students: Green, 65% Met or Exceeded Standards English Learners: Yellow, 20% Met or Exceeded Standards Students with Disabilities: Yellow, 20% Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students stating that "school is really boring" or "school is worthless and a waste of time" on the California Healthy Kids Survey	Students with Disabilities: Red (110.5 points below standard) 12.5% Met or Exceeded Standards Homeless: Orange (29.3 points below standard) 43.75% Met or Exceeded Standards Foster Youth: No Data Available Low Income: Orange (1.2 points below standard) 48.99% Met or Exceeded Standards			or Exceeded Standards Homeless: Green, 55% Met or Exceeded Standards Low Income: Green, 60% 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			75% of students will rank quality of instruction has high or very high and meeting their needs	
		2023-2024: 37% of 9th and 11th graders that took the CHKS at tradiional sites state that school is really boring. At our			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			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.	
1.4	CTE Completers - Percent of completers California School Dashboard - College and Career Readiness Indicator – Percent of CUHSD students who meet prepared status Percent of CUHS and SHS Students with Disabilities CTE Completers Percent of DOHS and MSVA Student CTE Completers (All, SED, Hispanic)	420 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course - 12th Graders - 54.8% completers (CUHS-43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%) 40% of CUHSD All Students are prepared for College/Career / SWD are Very Low (9.7%) and ELs (17.7%) and Homeless (21.3%) are Low			Increase to 70% of graduates as CTE completers districtwide 50% of CUHSD All Students are prepared for College/Career, No student group falls in the Very Low or Low performance levels CUHS SWD CTE Completers - 10% SHS SWD CTE Completers - 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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% MSVA Hispanic CTE Completers - 10%	
1.5	Percentage of students enrolled in CR courses and courses completed through Credit Recovery Graduation Rate (Dashboard) and Dashboard Level Graduation Rate	Current enrollment (and, in theory, also the number of courses with the potential of being completed this semester) in a Credit Recovery course is 763; total numbers of courses already completed through Credit Recovery this school year is 334 courses at Central, 417 courses at Desert Oasis, 390 students at Southwest, and 55			Completion percentage of those enrolled in Credit Recovery will be no less than 75% CUHSD FOUR YEAR COHORT GRADUATION RATE: All Students: 90% graduated (Green) Students Experiencing Homelessness:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		courses at Phoenix Rising.			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)	
		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			DOHS All - 65% graduated (green) DOHS SED - 65% graduation (green) DOHS Hispanic - 65% graduated (green)	
		MSVA All - 9.8% graduated (declined 60.2%) - Red			MSVA All - 65% graduated (green) MSVA SED - 65% graduated (green) MSVA Hispanic - 65% graduated (green) MSVA Hispanic - 10% (declined 58.4%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		MSVA SED - 10.5% graduated (declined 58.7%) - Red MSVA Hispanic - 10% (declined 58.4%) - Red				
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			A-G completion rate of 40% 75% of students will identify counseling services as being high or very high on LCAP Survey	
1.7	Broad Course of Study - Percent of sub-group population students enrolled in VAPA Number of Fine Arts courses and sections offered in Master Schedules	2023-2024 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 440 students - 19.3% ELs: 853 students - 26% Foster Youth: 24 students - 54.16% Homeless: 180 students - 47.2% Current number of courses and sections of			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VAPA Districtwide - 24 courses, 65 sections				
1.8	Student technology ratio

LCAP Student Survey regarding effectiveness of technology and its usage in the classroom | Maintain 1:1 Chromebooks

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 | | | Maintained 1:1 Chromebook Intiative

90% of students and staff feel technology is used as an effective teaching tool. | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.				
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)	40% of All Students are prepared for College/Career / SWD are Very Low and ELs and Homeless are Low Scheduler will be run in August 2024 - Percentage TBD			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	
1.10	Number of students enrolled at PRHS and MSVA Percentage of failing grades by semester at PRHS and MSVA	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%			PRHS Enrollment - 23, MSVA Enrollment - PRHS Fs - 10% or less each semester	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Attendance rates for PRHS and MSVA	22-23 PRHS: 87.82% 22-23 MSVA - 70.96%			MSVA Fs - 10% or less each semester 22-23 PRHS: 95% 22-23 MSVA - 95%	
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			Libraries will service at least 200 students per day	
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)			CCI Dashboard Data - 10% of All Students meet CCI through College Credit Courses (10% Hispanic, 10% SED, 15% Students w/Disabilities) Not Prepared for CCI - 20% All Students, 40% ELs, 30% SED, 50% SWD, 50% Homeless)	
1.13	Percentage of AP/IB students' Advanced Placement Test results with a 3 or higher and/or	Collegeboard Results 22-23 AP Test - Total # of Students Taking Exams: 493			Collegeboard Results AP Test -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	IB test results with a 4 or higher Percentage of students meeting CCI through AP/IB Exams	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 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)			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% CCI Preparedness through AP/IB exams - AP - 25% of All Students, 18% EL, 25% SED	
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	2022-23 - 420 students in the graduating class completed at least one CTE pathway with a grade of C- or better in the capstone course 12th Graders - 54.8% completers (CUHS-43.8%, SHS-49.4%, DOHS-0%, MSVA-2.4%) A-G completion rate for 21-22 was 29.1%			CCI - CTE Pathway Completion - 65% of All Students A-G completion rate of 40% 2022-2023 - Percent of students completing A-G Requirements plus	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Enrollment of unduplicated populations in VAPA courses	(CUHS - 29.5%, SHS-34.7%, DOHS - 0%, MSVA - 2.4%) 2022-2023 - Percent of students completing A-G Requirements plus a CTE Pathway-Central Union High School District: 16.8%, (Asian-36.4%, Hispanic-16.1%, White-36.4%, EL-4.4%, LI-14.1%, SWD-1.8%, Homeless-9.5%); Central Union High School: 17.1%, Desert Oasis High School: 0%, Southwest High School: 20.1%, Mt Signal Virtual Academy - 0% 2023-2024 Percentage of total number of students currently enrolled in visual and performing arts courses: Students with IEPs: 440 students - 19.3%, ELs: 853 students - 26%, Foster Youth: 24 students - 54.16%, Homeless: 180 students - 47.2%			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%	
1.15	LCAP Teacher Survey questions regarding	Current question: The school effectively			The school effectively	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	professional development and coaching services	supports professional development to facilitate each students achieving the academic standards - 71.95% stated Strongly Agree or Agree New question(s) to be added regarding quality of PD and coaching			supports professional development to facilitate each students achieving the academic standards - 85% will state Strongly Agree or Agree by 26-27 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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 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).	$585,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Standards-aligned instruction and assessment	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) for improved assessment creation, standard alignment, and data disaggregation. Provide time and/or additional pay for assessment analysis and content team curriculum planning/adjustment to meet student needs as evidenced by the assessmrnt data (Map Growth, Quarterly Common Assessments, CAASPP, etc.). Purchase materials/services for formative assessment strategies to drive instruction. Ensure sufficiency of textbooks; adopt and purchase updated textbooks on a rotational basis. Provide supplementary curricular resources for enhancing instruction and engagement as well as addressing and encouraging diverse perspectives through content). 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.	$5,000.00	Yes
1.3	Development of interventions for struggling students and implementation of effective, well-	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.	$1,995,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	utilized intervention strategies/services	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.		
		Use of online services for tutoring (small group sessions, individual sessions, etc.).		
		Investigate and purchase a reading/writing improvement program for struggling students.		
		Hiring of a Speech Pathologist for increased speech intervention needs.		
		Hiring of 2 additional School Psychologists to assist with both behavioral and psychological needs of students on campus in order to identify best placement for students and accomodations needed for success in classes.		
		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.		

Action #	Title	Description	Total Funds	Contributing
1.4	Expand and maintain CTE offerings	Expand offerings, pathways, and skill-based activities. Offer and track Work Based Learning opportunities within pathways to increase exposure to industry sector knowledge and skills. Provide clerical assistance for CTE and Work-Based Learning tracking and reporting (0.5 FTE). Consider addition of pathways pending facilities availability. Hire instructors, renovate/add facilities (provide ventilation system for Barber Shop, and purchase supplies to expose students to additional industries in high demand, high-paying sectors. Ensure opportunities for English Learners, Low Income, Special Education students are available and that accomodations are made if and when necessary. Investigate and develop expanded day options, including staffing costs. Ensure facilities for new pathways meet the needs of the courses, keep equipment up to date and functioning, and ensure students have access to supplies for hands-on learning experiences in CTE courses. Investigate and develop online CTE pathways at DOHS and MSVA. Support use of CTEIG dollars for instructional support in CTE classrooms for additional safety and accessibility. This action is meant to address CCI Lowest Performing Indicator for DOHS (All, SED, Hispanic), MSVA (All, SED, Hispanic, CUHS (SED), and SHS (SWD).	$472,000.00	Yes
1.5	Credit Recovery / Online Educational Options	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).	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Offer online intervention offerings during the regular school year and during summer.		
		Provide independent study services for students at Mt Signal High School 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.		
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.	$743,362.00	Yes
		Hiring of a COSA/Intervention Specialist for Desert Oasis and Phoenix Rising High School (Equity Multiplier) for improved services to unduplicated population students.		
		Maintain the reduced student to counselor ratio at CUHS by hiring an additional 1 FTE to the regular counseling staff (to be split with MSVA).		
		Maintain School Psychologist and Guidance Support Specialists for additional counseling services.		
		Provide needed materials for group counseling sessions.		
		Offer extended counseling hours at the end of each semester to provide expanded time/opportunities for working parents to meet with counselors.		
		Provide professional development to continually improve counseling practices, specifically to support unduplicated students.		

Action #	Title	Description	Total Funds	Contributing
1.7	Expanded and enhanced options in Visual and Perfoming Arts/Fine Arts for improved accessibility	Expand courses options for students in the world of arts. Support the use of Prop 28 funds in securing and furnishing these facilities for adequate instruction, opening opportunities for unduplicated students.. Update lighting and other technical equipment in the theatre for improved performances/theatrical experiences. Ensure ELs, LI students, and SWD have access to these creative courses through expanded day opportunities, increased section offerings, and/or through integrated instruction. Remove barriers to participation in programs. This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): CUHS Students With Disabilities, SHS Students With Disabilities, Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.	$3,104,531.00	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.	$1,355,000.00	Yes
1.9	Master Scheduling Resources	Ensure equity in access to courses by contracting with Education Advanced (Cardonex) to assist in creating Master Schedules that offer all students (particularly unduplicated population students and Students with Disabilities whose schedules are impacted by support classes) opportunities to elective/enrichment classes that provides for a well rounded education and a broad course of study. This program allows for maximized course offerings and staffing to meet established student desires/needs for coursework (contract needs to be renewed for 26-27 school year).	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Schools 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.

Mt Signal Virtual Academy: 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 at MSVA. Provide online curriculum to prepare students for postsecondary options. Provide staffing for instruction, counseling, and other student needs. Provide supplies for carrying out of instruction.

This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of Study - College and Career): Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups. | $1,018,250.00 | Yes |
| 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. | $170,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
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.	$75,000.00	Yes
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	$1,190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.14	College and Career Readiness	Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills at 9th grade level (current graduation requirement). Offer the Success 101 course (Get Focused) at grade 9. Provide time for curriculum planning. Offer opportunities for staff to participate in GFSF professional development.	$25,000.00	Yes
		Offer field trip opportunities to IVC & SDSU-IV for grade 9/10 students to gain exposure to local post-secondary options.		
		Investigate Computer Science and/or Personal Finance options for new graduation requirements (hiring of staff, adoption of curriculum, professional development, etc.) to ensure that students, especially unduplicated population students are equipped with the skills they need to enter the 20th century workforce, succeed in our digitally driven world, and gain access to high demand, high paying jobs/careers.		
		Offer Career Fair and Transition Fair opportunities (either hosted by our schools, or travel and participation at another school).		
		Incentives for CTE and a-g Completion.		
		Enter into contract with Parchment for easier access to transcripts and facilitate transition from high school to post-secondary options.		
		This action is meant to support those student groups that have achieved red level on the Dashboard for graduation rate and/or Broad Course of		

Action #	Title	Description	Total Funds	Contributing
		Study - College and Career): CUHS Students With Disabilities, SHS Students With Disabilities, Desert Oasis All/SED/Hispanic groups, MSVA All/SED/Hispanic groups.		
1.15	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.	$223,000.00	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 effectiveness 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, 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			90% of students, parents, and staff feel technology is used as an effective teaching tool.	

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.				
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."	"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.			"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.	
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: | 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) .

ELA – Common Core State Standards for | | | 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 | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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			Indicator Self-Reflection	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. Provide technological support and applications to teachers who are utilizing technology as a learning tool for students in the classroom. Fund necessary improvements for infrasturcture, 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.	$1,495,000.00	Yes
2.2	Professional Development and Instructional Support	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,	$393,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
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	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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 reagrd 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			LRE Percentage - 60% 75% of teachers will state that they feel informed and supported with regard to inclusion and accessibility	
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). 44.7% - ELs who progressed at least one			65% of students will meet or exceed their growth projections in ELA and Math from Fall-to-Spring annually 55% - ELs who progressed at least one ELPI level, 20% - ELs who	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELPI level, 31.3% - ELs who maintained ELPI levels			maintained ELPI levels	
3.3	Progress towards English Language Proficiency percentage Enrollment percentage for ELs (0-3 years), At Risk (4-5 years), LTELs (6+ years), and Dually Identified LTEL students (Dataquest) Reclassification Percentages	50.5% making progress towards English Language Proficiency 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%			60% making progress towards English Language Proficiency Decrease percentages through reclassification: LTELs - 15%, Dually Identified LTELs - 50% Reclassification Percentages 22-23: CUHS - 28% SHS - 30% DOHS - 20% PRHS - 20% MSVA - 20%	
3.4	Overall Performance on ELPAC (% of Dually Identified students scoring a 4) Progression rate on Summative Alternate ELPAC	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%			20% of all Dually Identified scoring an overall score of 4 20% of students will demonstarte progression on the Summative Alternate ELPAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.1% of students progressed on the Summative Alternate ELPAC in 2023				
3.5	CCI Indicator for Transition Classwork and Work-Based Learning Experiences	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 | | | 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. | |

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improved Accessibility and Inclusion and	To increase success of students in General Education classes, we will work to support both students and teachers of English Learners and Students with Disabilities in strategies for inclusion and accessibility. We	$505,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Increased Percentage of Students meeting Least Restrictive Environment Goals	will contract with WestEd for professional development opportunities in identifying best practices and implementing them in classrooms. Visit schools where effective coteaching is occurring. Tailored instructional strategies will help us meet the unique needs of ELs and SWDs, fostering an environment where they can thrive academically and reach their full potential. Hire 2 additional Instructional Coaches who will support teachers with inclusion efforts, accessibility strategies, coteaching, improved use of data, etc. Implement math coteaching classes and support salaries and training. Investigate other departments for implementation of coteaching for improved accessibility and support of students. Possibility of hiring additional staff (or paying overloads) for coteaching opportunities to ensure accessibility for all students to core content and to facilitate improved instruction for students who are struggling, with particular emphasis on ELs and SWD. Implement United PE for improved access to physical fitness with Gen Ed peers. Circle of Friends support will be provided for improved inclusion efforts as well as activities for collaboration between Gen Ed students and Students with Disabilities. Increase SPED staffing/case load managers, particularly in the Mod/Severe area for improved service for students. Align SPED and Gen Ed curriculum. Ensure collaborative Wednesday afternoon are effectively utilized. Purchase up to date supplemental materials for improved alignment and instruction. Provide accessibility tools training for all teachers and implementation of these supports in daily instruction.		

Action #	Title	Description	Total Funds	Contributing
		Increase clerical and data support for unduplicated populations and SWD to ensure that procedures are in place for setting meetings and accounting for services. Increased training for administration in accessibility, inclusion, and accountability to ensure that support is in place and is appropriate for student/staff needs. 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.		
3.2	Language Acquisition and English Learner Support Classes and Instructional Materials	Back to basics with training in language acquisition as well as effective strategies for learning and engagement of students with language deficits. Evaluate programs and curricula to address academic and language needs of students. Designated and Integrated services will be more fully developed and improved instructional materials for support classes for English Learners and Long Term English Learners (ELD, ALAS, SAIL) will be adopted, purchased, and implemented. Improved language support for both ELs and LTELs (curriculum, supplies, teacher training). Train teachers in program/curriculum components for improved language instruction. Intervention hourly pay for working with ELs in extended day opportunities. EL Advisory Strategic Tutoring (language) opportunities. Possible hire of additional Instructional Aides and/or tutors to provide additional assistance with both access to content and language needs.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.3	Dually Identified Student Support	Reconfigure support classes for ELs and LTELs (ALAS, SAIL) to be stand alone classes (not connected to a TSA English class) to support additional students with language development and further development of the 4 domains. Address placement processes and develop a system for identifying dually identified students who can be successful in an English support class. Investigate and implement coteaching opportunities in both math and ELA/ELD to provide strategic access to designated language support. Time, subs, hourly pay for curriculum development of ELD and support classes. This action supports CUHSD's Differentiated Assistance work.	$11,670.00	Yes
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.	$1,803,500.00	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).	$34,014.00	No
		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).		

Action #	Title	Description	Total Funds	Contributing
		Assist students in obtaining subsidized/unsubsidized work, and on-the-job training experiences. Support and assistance either on or off the job.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of parents who access district website, use AERIES Parent Portal, and have access to translation	2023-2024 70.5% of parents often or sometimes use the district website to access information.			80% of parents often or sometimes use the district website to access information.	
	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	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. | | | 90% of parents often or sometimes use the Aeries Portal to access student information.

85% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff.

90% of parents agreed or strongly agreed that staff returns phone calls | |
| | Local Performance Indicator Self-Reflection - Priority 3 | 88.6% of parents agreed or strongly | | | | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		agreed that the school provides a welcoming environment for each parent. 85.9% of parents agreed or strongly agreed that parents have opportunities to be part of decisions about the school through surveys and advisory groups. Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff -3 *LEA's progress in creating welcoming environments for all families in the community -4 *LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 3 *LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and			and emails within 24 hours. 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		educators using language that is understandable and accessible to families - 4 *LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families - 2 *LEA's progress in providing families with information and resources to support student learning and development in the home - 3 * LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes - 3 *LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students- 3 *LEA's progress in building the capacity of				

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	School Climate - Suspension Rate for Foster Youth School Climate - Suspension Rate for Homeless students	Red, 22.2% of FY have been suspended at least 1 time in 22-23 Orange, 4.7% of homeless students have been suspended at least 1 time in 22-23			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	
4.3	Number of people visiting and accessing the Family Resource Center - Sign in Sheets	Baseline to be set in 24-25			400 families accessing services through the FRC as evidenced by logs	
4.4	CHKS Social and Emotional Health Survey Results Suspension Rate Percentages (Dashboard) Expulsion Rate (Ed-Data)	33% of 9th graders, 32% of 11th graders, and 34% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very dissatisfied" - 42% of 9th graders, 40% of 11th graders, and 33% of nontraditional students			23% of 9th graders, 22% of 11th graders, and 24% of nontraditional students report chronic sadness or hopeless feelings "I would describe my satisfaction with my school experience as...satisfied or very dissatisfied" - 52% of 9th graders, 50% of 11th graders, and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			43% of nontraditional students Suspension Rates: CUHSD Foster Youth - less than 16% CUHSD ELs - less than 4% CUHSD Hispanic - less than 2% CUHSD Homeless - less than 4% CUHSD SED - less than 4% SHS ELs - less than 5% SHS SWD - less than 6% DOHS All Students - less than 8% DOHS SED - less than 8% Maintain DOHS Hispanic - less than 8%	
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%,			CDE Dashboard Data: Chronic Absenteeism Rate for the District to be 10% or under every year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DOHS-47.6%, MSVA-65.9%) African American - 37.9% American Indian or Alaska Native - No data Asian - 0% Hispanic or Latino - 19.8% White - 13.4% Two or More Races - NO DATA P2 Attendance Rates 22-23: CUHS - 95.86% SHS - 95.34% DOHS - 102.5% PRHS - 94.71% MSVA - 102.35% 2023 CUHSD Cohort Dropouts: All Students - 7.7% ELs - 8.8% SED - 8.3% Homeless - 11.9% SWD - 8.7% Hispanic - 7.6%			No student group will exceed 15% chronic absentee rate in any given year P2 Attendance Rates: CUHS - 98% SHS - 98% DOHS - 98% PRHS - 98% MSVA - 98% Dropout Rate: No group will have above a 5% dropout rate.	
4.6	Number of transportation routes Student/parent feedback regarding transportation	Current routes: 12 regular routes and 3 SPED bus routes, 1 car transported student to SD and 2 car routes for MVP students			Maintain or add routes (no decreases) in any year No concerns regarding	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Feedback sessions have included concerns with number of routes, crowdedness of buses, timing of outes to allow for students to not rush after school (and possibly miss the bus)			transportation will occur during LCAP Feedback Sessions	
4.7	Number of Sports available for students Pecentage of students below a 2.0 GPA for eligibility purposes	Sports Available for students to participate in: 18 208 students districtwide have a GPA below 2.0 GPA (5.1%)			No decrease in the 18 sports offered Less than 5% of students below 2.0 GPA in any year	
4.8	Locally Created Parent Survey - Parents are welcome and have access to student information in a language they understand.	91.3% of parents agreed that the school provides a translator when needed. 90.4% of parents stated they strongly agree or agree that "The school provides a welcoming environment for each parent."			100% of parents agreed that the school provides a translator when needed. No less than 95% of parents share that they strongly agree or agree that "The school provides a welcoming environment for each parent."	
4.9	Locally created Student Survey regarding both use of services and	Survey to be created to be administered in August 2024			85% of students who received health services on campus will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	quality of services rendered				respond with good or great service	
4.10	CHKS Survey regarding school "is usually clean and tidy" (Facilities and Physical Environment)	Between 20-25% of students disagree or strongly disagree on the quality of the physical environment items on CHKS. Almost one-third of our schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.			Less than 20% of students will respond disagree or strongly disagree to the survey question regarding cleanliness of the physical environment	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Improved Educational Partner Communication and Engagement	Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators. Evaluate, refine, and continue campaign to promote open communication among all educational partners. Continue use of Parent Square and parent/student portals through AERIES to improve school to home communication. Purchase Virtual Phone system from Parent Square to assist with access to technology for improved use of and teacher tracking of phone calls. Train staff and parents / guardians more fully in the use of the Portal and Parent Square. Ensure parent informational meetings (both at the site and District levels) are held at a variety of times and through multiple means (virtual / nonvirtual) and addressing multiple topics of interest/need to meet needs of partners. Pay staff hourly pay for holding meetings and sharing information (including LCAP Advisory and input meetings). Purchase digital signage for all school sites for improved communication of programs, meetings, and services with the community and our families. Improve website upkeep for informational purchases. Employ staff to dedicate time to ensuring that the website is up to date and current information is easy to find. Purchase Smart Sites through Parent Square to get updated website information to push to social media (and mainstream our communication efforts digitally).	$590,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 Liaison designed to specifically address the unique needs of Foster Youth (2 SSTs per year with frequent check-ins). Provide opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and post-secondary campus tours (such as IVC, SDSU, etc.). Provide targeted Homeless student and family services through the district's FRC and McKinney-Vento Liaison (basic need supplies, funding for student activities, etc.). Purchase supplies necessary for the functioning of the FRC in meeting the multiple demands of student basic needs so that	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$164,315.00	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 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,	$85,115.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		Provide Student and Staff Incentives for good/improved attendance.		
4.6	Transportation Services	Support daily attendance at school to address the impact of lost instructional time due to COVID.

Maintain and investigate opportunities to increase transportation services to continue to support student curricular and extracurricular programs and provide additional transportation services to support the attendance and participation of our unduplicated pupils and relieve the burden of some of our parents who do not have reliable transportation to and from school and who live in designated areas outside of and on the outskirts of El Centro.

Investigate opportunities for increased driving positions and, therefore, more routes to alleviate crowded buses and expand routes. Fund licensing costs to increase number of potential drivers; allocate resources to address the bus driver shortage.

Investigate opportunities and make adjustments to route times after school to allow for student restroom break and/or ability to stop into classrooms to see teachers for materials and/or other academic/physical need. Investigate ability to help students participating in extracurricular activities to get home safely after practice, games, competitions.

Maintain increased bus services in order to improve attendance of unduplicated students residing in designated district areas of attendance currently not served.

Retention of current bus driving positions in order to accommodate/maintain added routes and mitigate learning loss.

Hire Bus Driver Trainer to ensure that we have a pool of trained drivers for covering all routes and expanding if and when necessary/opportune and also to ensure that proper training for electrical buses/vehicles for drivers and other such trainings occur consistently, frequently, and appropriately. | $375,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		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.		
4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Provide opportunities for students to strengthen school connectedness and pride through the engagement of intramural/extra-curricular/athletic opportunities. Provide staffing for extracurricular/athletic programs as well as training opportunities (including inclusion and safety training) to improve our interaction with students and provision of safety procedures, including Athletic Directors for organizing, scheduling, etc. Ensure no layoffs of staff to maintain current offerings and increases in athletic opportunities. Sustain sports programming so more students can participate to improve mental health/social-emotional outcomes and to provide intervention opportunities for increased academic achievement, specifically for unduplicated pupils for who these opportunities have been minimal (GPA and attendance determines student ability to participate). Increase safety in our extracurricular/athletic opportunities through staffing and materials/supplies.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$15,000.00	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. Provide supplemental services and supplies including eye glasses, medical supplies, and hygiene kits for students who are in-need due to income.	$467,000.00	Yes
4.10	Beautify Campuses and Ensure Student Friendly Spaces for Congregating	Add murals and/or other aesthetic elements around campus to beautify the area and make school a place to be comfortable and feel pride. Investigate the allowance of buildings/rooms to be supervised and used for cooling centers on hot days, especially for unduplicated students for times of the day when access to a place to complete work and/or collaborate with teachers or peers would be advantageous for increased academic success. Upkeep of outdoor learning spaces (connectivity, seating, etc.).	$49,527.00	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 | 0 misassignments

83.7% 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 | |
| 5.2 | Number of referrals involving drugs and/or paraphernalia | 23-24 Districtwide Data on Discipline Dashboard in AERIES: Under the Influence - 71 referrals Tobacco/paraphernalia - 59 referrals Drug/Alcohol - 38 referrals | | | Decrease referrals in this area by at least 25 every year: 24-25: 185 or less 25-26: 160 or less 26-27: 135 or less | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Possession of Drugs/Alcohol - 29 referrals Drug paraphernalia - 13 referrals Total - 210 referrals involving drugs, alcohol, tobacco, and paraphernalia				
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% Average % of 8 Categories, Good School Rating SHS - 86.8%, Fair DOHS - 94%, Good PRHS - 98%, 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	
5.4	Participation Numbers Survey regarding effectiveness of ARC	Student Survey, 297 students (28.5%) shared that they have participated in ARC this			Student Survey, 35% student participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	after school program services CHKS Survey Results (Other Health Risks)	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			Average daily attendance numbers - at least 10% of each school's population Eliminate gang involvement on campus through options available at school	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Qualified Teachers	Fill new openings with staff fully certified in their subject areas to best meet the needs of unduplicated pupils. Employ advertising and recruiting practices that attract highly qualified applicants. Fly positions in non-traditional places and ways to try to attract a diverse pool of applicants. Attend career fairs to find diverse, qualified applicants. Provide Induction Training and Support for new teachers (Budgeted in Goal 2) to ensure that teachers are trained in supporting all students, particularly unduplicated pupils, in inclusive and supportive ways (ELs, SWD, LGBTQ+, homeless, low income, etc.).	$20,000.00	Yes
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.	$14,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Campus Well-Being	Provide a safe campus by providing staff to supervise on campus in common areas, assist in prevention and identification of trends in drug, alcohol and tobacco use, provide support, guidance and intervention for students who are experiencing behavioral difficulties that interfere with their learning, sense of belonging, and sense of safety. House a Student Services office dedicated to school safety, and schoolwide discipline policies and practices. Continue contract with City of El Centro to keep School Resource Officers on comprehensive campuses. Maintain security guard staffing at each comprehensive site with restrooms being an area of prioritized security. 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. Continue to train staff in the A.S.S.I.S.T training for suicide prevention and trauma informed practices.	$2,603,886.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Create and support group counseling/therapy sessions for students (i.e. grief sessions for students who have lost loved ones to suicide, COVID, or other deaths and/or.		
		Continue contract with ICOE for School-Based Mental Health Specialists to assist students at all schools.		
		Offer various safety training for staff (CPI Training for additional staff to ensure safety of both students and staff with regard to restraint when necessary, First Aid/CPR, Heat Illness training for staff and coaches, Narcan training, etc.).		
		Continue utilization of the Catapult system for emergency situations and for anonymous reporting.		
		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.		
5.4	ARC Experience After School Program	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.	$728,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Desert Oasis, Phoenix Rising, and Mt. Signal Virtual Academy all qualify for Equity Multiplier dollars due to their high concentration of at-promise students. Across the Dashboard, these schools (and their student groups) have fallen into low performing levels for unduplicated students groups as well as Students with Disabilities.

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

Mt. Signal Virtual Academy also has a high percentage of socioeconomically disadvantaged students (68.6%) and a for a small school has a relatively high English Learner percentage (29.4%). These students have transferred or been admitted to MSVA for reasons ranging from medical needs to mental health needs. At MSVA, All Students, Socioeconomically Disadvantaged, and Hispanic students groups have

landed in the red (or very low) level on the Dashboard for Pupil Engagement as measured by the Graduation Rate and Broad Course of Study as measured by the College and Career Indicator.

While a very small school, PRHS has an enrollment of 100% students who are socioeconomically disadvantaged and an EL population of 35.3%. Phoenix Rising High School does not appear on the Dashboard due to the nature (no 11th grade students are enrolled) and the size (less than 30 students total are currently enrolled) of the school. However, these students are off track for graduation as the result of an ineffective freshman year and have the same needs as Desert Oasis students. On the 2023 Dashboard, while no perfomance colors or levels are available, data does show that suspensions increased as 19% of the 21 students enrolled had been suspended in 22-23.

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%)			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 -	

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.			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.	
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%)			Graduation Rate Data - DOHS (All - 50%, SED - 50%, Hispanic - 50%) MSVA (All - 50%, SED - 50%, Hispanic - 50%) Cohort Dropouts - DOHS - (All - 4%, SED - 4%, Hispanic - 4%) MSVA (All - 15%, SED - 15%, Hispanic - 15%)	
6.3	Reading Lexile Scores (Percentage)	Basemine data to be determined after administration of NWEA			65% of students will make gains in lexile score	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Map Growth Assessment in August 2024				
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%			Suspension Rate Data : DOHS - 8% (decrease in All, SED, Hispanic Percentages) PRHS - 10% for All, SED, Hispanic MSVA - 0% for All, SED, Hispanic Dashboard will show a decrease (or maintain for MSVA) every year for All, SED, and Hispanic subgroups	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Offer social-emotional learning (SEL) programs and workshops	Purchase Impacter program and support staff in its implementation. Continue SEL Coordinator position (0.2 FTE). Involve students in Mental Health Campaigns and support these campaigns with supplies and other resources.	$53,000.00	No
6.2	Hire additional counselors and social workers specializing in alternative education	Hire an additional counselor at DOHS/PRHS and a 0.4 FTE Counselor for MSVA to support interventions on site (including but not limited to Saturday Academies, after school interventions, etc.). Investigate hiring of additional staff like a Social Worker to help individuals and their families prevent and cope with problems in their everyday lives and to assist with crisis prevention.	$226,361.00	No
6.3	Academic Support	Provide personalized tutoring and homework assistance. Implement small group instruction focusing on literacy and numeracy skills. Purchase reading and writing improvement program to assist with improved literacy skills and writing across the content areas. Training of staff.	$80,525.00	No

Action #	Title	Description	Total Funds	Contributing
6.4	Community Partnerships	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 [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,030,876	$1,700,345

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
30.643%	8.012%	$3,941,906.73	38.655%

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:** CUHSD has low state assessment scores in math and science, and students have a desire for more options and more engaging courses, particularly for unduplicated pupils.	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 being implemented schoolwide as not all schools will be participating in this expansion. MSVA is not	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
	Scope: Schoolwide	included in this action as they already have access to additional options through Edgenuity.	
1.2	**Action:** Standards-aligned instruction and assessment **Need:** Decreasing ELA and math scores are a problem districtwide. There is a need for baseline data to determine and measure growth at grades 9 through 11, specifically for our English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. A need to identify the standards that unduplicated pupils are struggling with the most and the most frequently is a priority to address and modify curricular and instructional practices and priorities. Additionally, on the CHKS, too many students are reporting that instruction is boring and that they do not see school (or instruction) as relevant to them. **Scope:** LEA-wide	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.	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
1.3	**Action:** Development of interventions for struggling students and implementation of effective, well-utilized intervention strategies/services	To meet the unique needs of our unduplicated students districtwide 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	See metric 1.3. ELA CAASPP, Student Survey, CHKS Survey

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	Need: CUHSD is experiencing low and/or declining CAASPP scores and has a high percentage of students finding school boring or worthless as evidences by answers on the California Healthy Kids Survey (CHSK). The 2023 Academic Indicators for ELA and Math indicated disproportionately lower performance rates for low income students, English learners and students with disabilities than our ALL student group. Student and parent feedback included the need for more intentional instructional time as well as developed interventions, including more strategic Saturday Schools, after school opportunities, and in class, immediate interventions and instructional strategies. **Scope:** LEA-wide	ensure that a Multi-Tiered System of Supports (and Intervention) is in place. Equity and Access: Unduplicated students often face greater educational barriers due to socioeconomic status, language proficiency, or housing instability. By implementing targeted interventions, CUHSD aims to level the playing field and provide all students with equitable access to quality education. Closing Achievement Gaps: These interventions are (and will be) designed to address achievement gaps that typically exist between unduplicated students and their peers. By providing targeted support early on with the support of the MTSS Coordinators and administrators, CUHSD can prevent these gaps from widening and help all students achieve academic success. Improving Overall Academic Performance: Effective interventions can lead to improved academic outcomes not only for unduplicated students but for all students within CUHSD. By providing struggling students the support they need, overall academic performance will improve across the board. 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.	

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		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.	
1.4	**Action:** Expand and maintain CTE offerings	All schools' students need access to CTE courses and need to make progress with regard to CCI.	See metric 1.4. Percent of CTE Completers, College Career Indicator on Dashboard
	Need: CUHSD has a need to increase achievement in College/Career Readiness, particularly with ELs, Homeless, and SWD where the CCI is lower for these groups when compared to their counterparts.	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. 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.	
	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		

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	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		
1.5	**Action:** Credit Recovery / Online Educational Options **Need:** CUHSD is experiencing declining graduation rates, particularly with SWD, SED, and EL students. 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	Action 1.5 was designed to meet the unique needs of our unduplicated pupils, particularly those who have themselves credit deficient and with learning gaps in certain subject areas. The district will provide credit recovery options for these students who are behind in credits. Credit Recovery is important for unduplicated students because it supports their academic success, reduces dropout rates, provides personalized support, promotes 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.	See metric 1.5. Graduation rates, completion records for Credit Recovery

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1.6	**Action:** Expanded/enhanced counseling services **Need:** Students across the District are in need of increased academic, behavioral, and social-emotional supports as evidenced by the California Healthy Kids Survey answers as well as LCAP Student Survey data. A-G completion rates are still relatively low, and students (and their families) have shared that contact with counselors is not as frequent as they would like or could benefit from. **Scope:** LEA-wide	All schools need increased access to counseling services in an array of areas (not just academic) to increase academic achievement. Overall, investing in expanded or enhanced counseling services is an investment in the holistic development and well-being of students, which can have long-term benefits for both individuals and the school community as a whole. Improved Student Well-being: Counseling services can significantly improve the mental health and emotional well-being of students. By providing access to trained counselors, CUHSD can support students in managing stress, anxiety, and other mental health issues, ultimately creating a more supportive and nurturing school environment. 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	See metric 1.6. A-G completion rate, LCAP Survey data regarding quality/quantity of academic counseling services

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		concerns early, counselors can help students overcome obstacles and develop resilience. Support for Diverse Needs: Students come from diverse backgrounds and may have various needs that counseling can address, such as trauma, grief, or adjustment difficulties. Investing in expanded counseling services ensures that these needs are met in a personalized and effective manner. Parent and Community Engagement: Counseling services often involve families and the community in supporting student development. This engagement can strengthen relationships between the school and families, fostering a collaborative approach to student success. 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 benfit from additional support as well, so it is being implemented on an LEAwide basis.	

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1.7	**Action:** Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	Action 1.7 is being implemented as a schoolwide action due to the fact that MSVA, 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.	See metric 1.7. Percent of enrollment of unduplicated students and SWD, Number of courses and sections of VAPA in Master Schedules
	Need: CUHSD Educational Partner feedback sessions have requested additional elective options.	Increasing options in Visual and Performing Arts or Fine Arts in a district can have several benefits for improving accessibility:	
	After a review of local data, we have found that there is low enrollment of unduplicated students in VAPA classes.	Broadening Opportunities: By offering a wider range of arts programs, CUHSD can cater to students with diverse interests and talents. This inclusivity ensures that more students can find a niche where they can thrive and excel.	
	Scope: Schoolwide	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	

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		identify and pursue their passions from an earlier age. Equity and Inclusion: Access to quality arts education should be equitable across all schools and districts. By expanding options, CUHSD can work towards closing gaps in access that may exist due to socioeconomic factors or geographical location. Holistic Development: Arts education supports holistic development by nurturing skills such as creativity, critical thinking, collaboration, and perseverance. These skills are valuable not only in the arts but also in other academic and professional pursuits. 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.	
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. Our English Learners, low income students, and foster youth have disproportionately lower rates of achievement	All schools' students need the technological access. Action 1.8 was designed to address technology deficits this group 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	See metric 1.8. Student technology ratio, LCAP Student Survey regarding effectiveness of technology and its usage in the classroom

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	in English Language Arts and mathematics as compared to other student groups. In addition, low income parents identified that many low income students have limited access to technology and its appropriate, educational use. Our unduplicated pupils have expressed the need for reliable technology and connectivity. Therefore, there is a significant need for enhanced technology for students. **Scope:** LEA-wide	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.	
1.9	**Action:** Master Scheduling Resources **Need:** Unduplicated students sometimes have a hard time gaining enrollment into certain courses or pathways. Enrollment and completion rates for English Learners and Students with Disabilities across the District and for Hispanic and Socioeconomically Disadvantaged 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).	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 of choice - Alternative placement/Intervention/support for at-promise students **Need:**	Action 1.10 is being implemented on a schoolwoide 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	See metric 1.10. Number of students enrolled at PRHS and MSVA, Percentage of failing grades by semester at 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	Academy have been created and maintained to provide more comprehensive support to students who need it. These schools are specifically targeting unduplicated students (low-income students, English learners, and foster youth) with regard to several key educational and equity principles: 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	Attendance rates for PRHS and MSVA

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		curriculum, instructional methods, and organizational structures. This flexibility allows them to innovate and experiment with approaches that better meet the needs of unduplicated students, such as extended learning time, wraparound services, or community partnerships. 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:** CUHSD has low literacy rates; many students read 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	This action is being implemented on a schoolwide basis as libraries are not located on all campuses; MSVA' students are not on a campus to access a library; however, materials (and access to facilities) could be available to MSVA students through Central's campus. 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.	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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		Technology Access: CUHSD libraries offer computers, internet access, and software that unduplicated students might not have at home. This is crucial for completing assignments, conducting research, and developing digital literacy skills necessary for academic success and future careers. 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	All schools' students in the District need access to enrichment courses, so this action is being implemented districtwide. Dual enrollment courses are particularly beneficial for unduplicated population students for several reasons:	See metric 1.12. Percentage of students completing 2 or more Dual Enrollment classes (as measured through CCI) in their tenure, Percentage of

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	acceleration/enrichment for college-going students, particularly those who are considered unduplicated students. Additionally, eucational partners have expressed a desire for CTE options that the District does not have the means to offer through the community college. Unduplicated population students are also not meeting the prepared staus on the College/Career Indicator at the same rate as the All Student group. **Scope:** LEA-wide	Access to College-Level Courses: Unduplicated population students, such as those from low-income backgrounds or underrepresented minorities, often face barriers to accessing higher education. Dual enrollment programs allow these students to take college-level courses while still in 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.	students deemed Not Prepared for CCI

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		Closing the Achievement Gap: Unduplicated population students often face disparities in educational attainment compared to their peers. Dual enrollment programs can help close this achievement gap by providing additional support and resources, fostering a stronger academic foundation, and increasing the likelihood of college enrollment and completion.

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 | Action 1.13 is being implemented schoolwide as not all schools are offering AP/IB classes; PRHS and DOHS are getting students back on track for graduation.

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. | 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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		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 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	

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		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 **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. 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	Action 1.14 is being implemented districtwide. While unduplicated population students have a higher need for these services and activities and due to the fact that CUHSD has such a high percentage of students considered UPP, we believe that all schools' students deserve an opportunity at college/career readiness through multiple means. Unduplicated population students (low-income families, English learners, foster youth, and homeless youth) face unique challenges that can hinder their access to higher education and career opportunities. Providing these students with access to college and career readiness activities is crucial for several reasons: Equity in Education: It promotes equity by ensuring that all students, regardless of their backgrounds or socioeconomic status, have the resources and support needed to pursue higher education and career paths that match their interests and abilities. Breaking the Cycle of Poverty: Access to college and career readiness activities can empower unduplicated population students to break the cycle of poverty. Higher education opens doors to better-paying jobs and greater economic stability, not just for the students themselves but potentially for their families as well.	See metric 1.14. CTE Completers - Percent of completers, A-G Completion Rate - Percent of students completing A-G requirements, Percent of students completing A-G Requirements plus a CTE Pathway, Enrollment of unduplicated populations in VAPA courses

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

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

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		environment where students feel understood and valued. Through improved support of our teachers, CUHSD can better meet the needs of students, particularly ELs, SWD, FY, and SED students.	
2.1	**Action:** Access to technology and internet on campus **Need:** Technology is always changing. CUHSD has identified a need to improve engagement in the classroom and access to curriculum/instruction outside of the classroom. Technology is a non-negotiable in today's society, and educational partners have requested that instruction be more engaging through the use of technology. **Scope:** LEA-wide	All schools' teachers (and students) need 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	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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		traditional textbooks, engage in interactive learning activities, and access up-to-date information that may not be available in print. Preparation for the Future: In today's digital age, proficiency with technology and the internet is a necessary skill for future academic and career success. By providing access on campus, at-risk students will develop these essential digital literacy skills that are increasingly important in higher education and the workforce. Personalized Learning: Technology enables personalized learning experiences tailored to individual student needs and learning styles. Educational software and apps will provide adaptive learning experiences, allowing at-risk students to progress at their own pace and receive targeted support where needed. Improved Engagement and Motivation: Integrating technology into education can increase student engagement and motivation. At-risk students, who may struggle with traditional teaching methods, will benefit from interactive and multimedia-rich content that makes learning more engaging and relevant to their lives. Support for Special Needs: Technology can also provide valuable support for students with special needs or learning disabilities. Accessible technology and educational apps will assist these students in accessing curriculum materials, 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	Action 2.2 will be implemented 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 graduation rates. Additionally, we believe that this	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."

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
	students and SWD. CUHSD's Dashboard achievement levels are low in many areas including Academic Performance (low ELA and math achievement on CAASPP, average English Learner Progress, and average College/Career Readiness) and Academic Achievement (decreasing graduation rates).

Scope:
LEA-wide | 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- | |

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
		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.	
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 learning, particularly for our unduplicated population students. **Scope:** LEA-wide	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 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	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 recently adopted academic standards and/or curriculum frameworks

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
		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	
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. 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	See metric 3.4. Number of Dually Identified students at levels 3 and 4 on ELPAC, Overall Performance on ELPAC (% of students scoring a 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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 education, fostering a supportive learning environment.	
		Holistic Student Support: English learner services can encompass not just language acquisition but also social-emotional support, academic	

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
		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. | |
| **4.1** | **Action:**
Improved Educational Partner Communication and Engagement

Need:
Feedback from parents 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.

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. | 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 results. While this action is meant to engage the most vulnerable of our students' families (unduplicated populations, CUHSD believes that we 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 way:

Supportive Environment: When parents are engaged and informed about their child's education, they are more apt to create a supportive environment at home. This support can include providing encouragement, helping with homework, and reinforcing the value of education.

Awareness and Advocacy: Engaged parents are often more aware of their child's academic progress, strengths, and challenges. This awareness enables them to advocate for their child within the educational system, ensuring their needs are met and they receive appropriate support. | 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 |

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
	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	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 success and eventual transition into higher education or the workforce.	
4.4	**Action:** Promotion of positive, safe, inclusive student culture **Need:**	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	See metric 4.4. CHKS Social and Emotional Health Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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 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	

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
		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.	
		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.	

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
		These efforts are foundational to creating an environment where all students can thrive and reach their full potential.	
4.5	**Action:** Promote Improved Attendance and Engagement on Campus

Need: CUHSD has scored low on the School Climate Dashboard indicator and Dashboard Chronic Absentee rates are high. Additionally, feedback from student and parent sessions highlight that teachers are out of class too often (and teachers report that some students are absent often) which disrupts learning.

Scope: LEA-wide | 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 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 | See metric 4.5. Chronic Absentee Rates, Teacher attendance rates |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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: Reliable transportation is a luxury that many in our area do not have. Attendance is impacted by a student's ability to get to school.

Scope: LEA-wide | District-provided transportation plays a crucial role in the academic success of unduplicated students for several reasons:

Access to Education: Many unduplicated students come from low-income families or areas with limited resources. District-provided transportation ensures these students can attend school regularly and reliably, regardless of their family's transportation limitations. This consistent access to education is fundamental for academic achievement.

Reduced Absenteeism: Reliable transportation reduces absenteeism rates among unduplicated students. Without transportation barriers, these students are more likely to attend classes regularly, participate in extracurricular activities, and access support services offered by the school.

Equal Opportunities: Access to district-provided transportation ensures that unduplicated students have equal opportunities compared to their peers. It levels the playing field by providing them with the same access to educational resources, regardless of their socio-economic background or geographic location. | See metric 4.6. Number of routes, Student/parent feedback regarding transportation |

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		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 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:** 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 putting their students in organized sports or other activities. Many families work long hours and are unable	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:	See metric 4.7. Number of Sports available for students, Pecentage of students below a 2.0 GPA

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	to provide the resources (time, transportation, etc.) to get students to these kinds of activities. **Scope:** Schoolwide	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. 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	

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
		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.	
4.8	**Action:** Increase Parent Engagement through Parent Incentives and Training Opportunities **Need:** Feedback from parents 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	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.	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	High LI percentages of all schools in our District necessitate ensuring that students have access to health services in order to meet basic needs and	See metric 4.9. Locally created Student Survey regarding both use

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	Need: 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. **Scope:** LEA-wide	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.	of services and quality of services rendered
4.10	**Action:** Beautify Campuses and Ensure Student Friendly Spaces for Congregating **Need:** Feedback sessions and CHKS both highlight that cleanliness of facilities (including	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.	See metric 4.10. CHKS Survey regarding school "is usually clean and tidy" (Facilities and Physical Environment)

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
	restrooms) is a need for improvement. Basic needs are not being met is some circumstances. **Scope:** LEA-wide		
5.1	**Action:** Qualified Teachers **Need:** CUHSD highly qualified teacher rate, as defined by the state, is slightly lower than both both the County and State numbers **Scope:** LEA-wide	Action 5.1 is being implemented districtwide. Numbers are similar at all sites and support of teachers in receiving clear credentials positively impacts quality of instruction across the District. To address the specific needs and unique circumstances of ELs, SED students, and Foster Youth, this action aims to provide additional support for hiring and retaining fully credentialed teachers and staff. Highly qualified teachers are beneficial for unduplicated students for several key reasons: Expertise and Knowledge: Highly qualified teachers typically possess advanced knowledge and expertise in their subject areas. This allows them to effectively teach complex concepts and provide in-depth explanations, which can be crucial for students who may face additional learning challenges or barriers. Differentiated Instruction: These teachers are often skilled in differentiated instruction, which means they can tailor their teaching methods to accommodate diverse learning styles, abilities, and backgrounds. This flexibility helps unduplicated students receive personalized support that meets their specific educational needs.	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

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
		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 attainment compared to their peers. Highly qualified teachers can help bridge this achievement gap by providing rigorous instruction, targeted interventions, and continuous encouragement. | |
| 5.2 | **Action:**
Behavior Intervention

Need:
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. | 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: | See metric 5.2. Number of referrals involving drugs and/or paraphernalia |

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	Scope: Schoolwide	Equity and Access: Unduplicated students often face systemic barriers that impact their ability to succeed academically and socially. Behavior interventions aim to level the playing field by providing necessary support and resources to address these barriers. Addressing Disproportionate Impact: Many unduplicated students experience disproportionate rates of disciplinary actions compared to their peers. Interventions can help reduce these disparities by promoting positive behavior and addressing underlying issues that contribute to behavior problems. Whole Child Approach: Effective education requires addressing not just academic needs, but also social-emotional development. Behavior interventions are crucial in fostering a supportive environment that promotes positive behavior and social skills among unduplicated students. Promoting Academic Success: Behavior challenges can significantly impact a student's ability to learn and engage in the educational process. Interventions that address behavior 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.	

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
5.3	**Action:** Campus Well-Being	This action is being implemented districtwide. While the strategies to be implemented in this action support the needs of unduplicated students, CUHSD understands that other students will benefit from these activities as well. Cleanliness of and safety in facilities across the District will improve use of facilities (and pride) resulting in meeting basic needs to support improved achievement; relationships and feelings of belonging will also increase as students feel safe on campuses.	See metric 5.3. CHKS: % Perceived Safety at School (Very Safe or Safe)
	Need: Feedback sessions and CHKS both highlight 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.	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.	
	Scope: LEA-wide	Emotional Well-being: Feeling safe contributes significantly to students' emotional well-being. They are more likely to feel comfortable, relaxed, and able to form positive social connections. This emotional security reduces stress levels and promotes mental health, which is essential for concentration and learning.	
		Reduced Distractions: A clean and well-maintained campus reduces distractions caused by clutter, dirt, or unpleasant odors. Such distractions can disrupt students' concentration	

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		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. | |
| 5.4 | **Action:**
ARC Experience After School Program

Need:
Many parents are not home after school to supervise students and/or don't have the knowledge, skills, or means to assist and support students through homework and/or learning of new skills; low income status of the | Support for students after school to keep them off the streets and supervised (with support for school work) keeps students out of trouble and engaged in school; all schools have access to the services except MSVA because MSVA students are learning independently (for a reason that keeps students off campus). | See metric 5.4. Participation Numbers, Survey regarding effectiveness of ARC services, CHKS Survey Results (Other Health Risks) |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	community is a hinderance in what students have access to outside of school **Scope:** Schoolwide	ARC After school program plays a crucial role in supporting unduplicated students for several reasons: Academic Support: These programs often provide additional academic assistance and tutoring, which can help unduplicated students catch up with their peers or excel in their studies. This extra support is important in bridging educational gaps that may exist due to various socioeconomic factors. Enrichment Opportunities: They offer a variety of enrichment activities such as arts, music, sports, and STEM (Science, Technology, Engineering, and Mathematics). These activities enhance students' skills and interests beyond the standard curriculum, providing them with opportunities they might not otherwise have due to financial constraints or lack of access. Safe and Structured Environment: After school programs provide a safe and structured environment during the critical hours when students might otherwise be unsupervised. This is particularly beneficial for unduplicated students who may face challenges outside of school, such as unsafe neighborhoods or unstable home environments. Social and Emotional Development: These programs often incorporate social-emotional learning components, helping students develop important skills like communication, teamwork, and resilience. Unduplicated students, who may face additional stressors or social isolation, benefit significantly from these supportive environments.	

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Language Acquisition and English Learner Support Classes and Instructional Materials **Need:** CUHSD has low EL achievement across most Dashboard measures and is experiencing a stagnancy in reclassification rates. 44.7% - ELs who progressed at least one ELPI level, 31.3% - ELs who maintained ELPI levels, 17.3% - ELs who decreased at least one ELPI level **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 to 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.	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
		Cultural Integration: English Learner Support classes often incorporate cultural elements that help ELs understand the cultural context of the language they are learning. This integration fosters a deeper understanding and appreciation of English-speaking cultures, which is crucial for effective communication and social integration. Personalized Instruction: In these classes, teachers can tailor their instruction to meet the diverse needs of ELs. They can employ instructional strategies that accommodate different learning styles and language proficiency levels, ensuring that all students have the opportunity to learn and succeed. Building Confidence: Learning a new language can be daunting, especially in academic settings. Language Acquisition classes provide a supportive environment where ELs can practice English without fear of judgment. This nurturing atmosphere helps build confidence in their language skills and encourages participation in classroom activities. 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		to transition into mainstream classes where English is the primary language of instruction. This smooth transition is facilitated by the foundational skills and confidence gained in the support classes.	
3.3	**Action:** Dually Identified Student Support **Need:** CUHSD has identified through the Differentiated Assistance process that we are possibly not placing dually identified students in the classes that will have the most impact on student achievement and our current process for reclassification is more stringent than that of the State which is impacting students' ability to reclassify. Additionally, CUHSD is not meeting Least Restrictive Environment goals with regard to student placement. Too many students are being placed in SPED courses versus placing students in General Education courses and providing support. 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%	Improved placement practices, improved support offerings, improved accessibility to content through support in class will assist students in making gains toward standards and in language proficiency. Coteaching opportunities will be implemented so that SPED and General Education teachers work collaboratively to teach content while supporting Students with Disabilities' needs in the classroom. Additionally, current placement practices are being analyzed and revised to ensure that students are getting all of the support necessary for them to be successful and that district policies are not keeping students from their LRE and/or their ability to access proper supports. Co-teaching, where two educators work together in the same classroom to support all students, including those with disabilities and students learning English, offers several benefits: Differentiated Instruction: Co-teachers can tailor instruction to meet diverse learning needs more effectively. One teacher is able to focus on presenting material while the other provides additional support or modifications for students with disabilities and English Learners. Individualized Support: Students with disabilities often require personalized attention and varied approaches to grasp concepts. Co-teachers can	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
	DOHS - 13.8% PRHS - 0% MSVA - 0% **Scope:** Limited to Unduplicated Student Group(s)	provide this support in real-time, addressing specific learning styles and needs as they arise. Modeling Collaboration: Co-teaching demonstrates positive collaboration between educators, showing students how to work together effectively. This sets a valuable example of teamwork and inclusivity. Enhanced Learning Environment: With two teachers, the classroom environment becomes more dynamic and interactive. This will foster a more engaging atmosphere where all students, including those with disabilities, feel encouraged to participate and learn. Increased Resources: Co-teachers can share resources, strategies, and expertise, maximizing the use of available materials and technology to benefit all students. Improved Social Interaction: Students with disabilities may benefit from increased social 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	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.	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
	educational partners suggests a need for meaningful relationships between students and staff where consistency is established as well as trust. School Climate - Suspension Rate for Foster Youth - CUHSD has scored in Red, 22.2% of FY have been suspended at least 1 time in 22-23 School Climate - Suspension Rate for Homeless students - CUHSD has scored in Orange, 4.7% of homeless students have been suspended at least 1 time in 22-23 **Scope:** Limited to Unduplicated Student Group(s)	Providing these students with supplies to meet their basic needs and materials/supplies for class work and projects will assist these students in achieving at higher levels. Foster youth often require targeted services due to their unique circumstances and needs arising from being in foster care. Here are several reasons why targeted services are crucial for foster youth: Trauma and Emotional Support: Many foster youth have experienced trauma due to abuse, neglect, or separation from their biological families. Targeted services such as counseling and therapy are essential to help them address and heal from these emotional wounds. Educational Support: Foster youth often face educational disruptions due to changes in placements or schools. Targeted educational services can provide tutoring, mentoring, and educational advocacy to ensure they receive the academic support they need to succeed. 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		guidance to prepare them for independent living as adults. Healthcare and Well-being: Foster youth may have unmet healthcare needs or require specialized medical or mental health services. Targeted healthcare services can ensure they receive appropriate medical and dental care, as well as support for mental and emotional well-being. Transition to Adulthood: As foster youth transition to adulthood, they may need targeted services to navigate independent living, pursue higher education, find employment, and establish stable relationships. Transition planning and support services are critical during this phase.	
4.3	**Action:** Family Resource Center Staffing **Need:** 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.	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
		Advocacy: Liaisons advocate for the rights of foster youth and homeless students within the school system. They work to ensure these students have equal access to educational opportunities, extracurricular activities, and resources that can enhance their academic and personal development. Resource Coordination: They connect students and guardians with essential resources such as food assistance, housing support, healthcare services, counseling, and transportation. This helps alleviate immediate needs that could otherwise hinder a student's ability to focus on their education. Educational Stability: One of their primary roles is to promote educational stability for foster youth and homeless students. This includes facilitating school transfers, ensuring proper credit transfers, and providing continuity in education despite changes in living situations. 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Monitoring Progress: They monitor the academic progress and attendance of foster youth and homeless students, intervening when necessary to address issues that may affect their educational outcomes.	

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

Additional Concentration Grant Funding

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

Staff will be added and/or maintained to support student access to a broad course of study and CTE programs in action 1.4. Counselors on Special Assignment are already available at the comprehensive sites, but one will be added at Desert Oasis (action 1.3). Expanded tutoring opportunities in person and through virtual means will be made available for students in both English and Spanish immediately after school and, hopefully, options later in the evening for those students who participate in extra-curricular activities. We are also looking to increase Instructional Assistants in classrooms for ELs and in math (to better support low income and FY students) in action 1.3. Also, through action 1.3, we are looking to hire an additional Speech Pathologist and 2 additional School Psychologists. Staff at Phoenix Rising will be maintained to provide continuity of services for students who struggled last year as a 9th grader and are in need of an intensive intervention program with dedicated teachers, an instructional assistant, and part-time counselor. Additionally, 2 MTSS Specialists have been hired in the 23-24 school year (1 at each comprehensive site) to better identify students in need of support and working with staff to provide interventions appropriate for individual student needs, especially for our FY, ELs, and SED students. A COSA will be hired in the 24-25 school year for Desert Oasis/Phoenix Rising. Mount Signal Virtual Academy will continue to be staffed at 2.0 FTE teachers, 1 clerical assistant, and a .5 counselor to ensure all students who need an alternative, virtual setting will be able to receive those services. We are still trying to fill our District Librarian position to ensure that students have access to literature, a safe place to work, and access to all that comes with a library. We are adding a SPED teacher and, hopefully, 2 Inclusion Coaches to support teachers in supporting students with additional needs. A Public Information Officer will be continued to assist in improving communication amongst all educational partners. Awareness is key to improvement; ensuring that parents and families know what is going on and how they can participate is vital. In action 4.2, the additional Community Liasion hired this year, so that each site has their own Community Liasion who can work with families through issues that may be keeping students from attending on a regular basis and/or making academic progress, will be maintained. Additionally, the 2 Attendance

Specialists hired districtwide to identify chronic absentees, conference with parents and families regarding attendance, identifying root causes of issues, and providing support in finding solutions to issues identified will be maintained. A Family Resource Center Coordinator was added in 23-24 and will be continued to address the social-emotional and mental health needs of students and their families; this individual will also continue to serve as the Foster Youth/Homeless Liasion, coordinating with both the COSA and MTSS Specialist on each campus to support FY and Homeless students and their families. Clerical assistance will be hired for the FRC to ensure that when the FRC Coordinator is at another site, families have access to the FRC and its services. Coaches have direct contact with students and can be great interventionists; we are planning to better train our coaching staff in safety and other topics for improved servicing of our students. We will also maintain the added District Nurse and Health Technicians for our unduplicated students in need of additional health services. The increase in campus safety will be maintained (2 FTE security at each comprehensive site) to ensure that students feel safe (especially in the restrooms) and included at the school sites through goal 5. Additional transportation staff (bus drivers, bus driver trainee, etc.) have been included to ensure that bus routes have adequate coverage, are not too crowded, are available after extra-curricular activites, etc. as our unduplicated pupils deserve adequate transpprtation to and from school regardless of their situation and address. CUHSD will continue to partner with the ARC program to provide staff to work with students before and after school.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	49,050,784	15,030,876	30.643%	8.012%	38.655%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,378,740.00	$397,361.00	$0.00	$0.00	$21,776,101.00	$14,082,037.00	$7,694,064.00

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS, PRHS 9-12	Ongoing	$565,000.00	$20,000.00	$585,000.00				$585,000.00	
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	$0.00	$5,000.00	$5,000.00				$5,000.00	
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	$1,975,000.00	$20,000.00	$1,995,000.00				$1,995,000.00	
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		$457,000.00	$15,000.00	$472,000.00				$472,000.00	
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		$750,000.00	$0.00	$750,000.00				$750,000.00	

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
1	1.6	Expanded/enhanced counseling services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$735,862.00	$7,500.00	$743,362.00				$743,362.00	
1	1.7	Expanded and enhanced options in Visual and Performing Arts/Fine Arts for improved accessibility	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis 9-12		$0.00	$3,104,531.00	$3,104,531.00				$3,104,531.00	
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		$930,000.00	$425,000.00	$1,355,000.00				$1,355,000.00	
1	1.9	Master Scheduling Resources	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest		$0.00	$0.00	$0.00				$0.00	
1	1.10	Schools of choice - Alternative placement/Intervention/support for at-promise students	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Phoenix Rising, Mt Signal Virtual Academy		$1,010,000.00	$8,250.00	$1,018,250.00				$1,018,250.00	
1	1.11	Improved Library resources and access	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis		$110,000.00	$60,000.00	$170,000.00				$170,000.00	
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		$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.13	Rigorous curricular offerings and services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest		$1,145,000.00	$45,000.00	$1,190,000.00				$1,190,000.00	

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
1	1.14	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.15	Instructional program improvement support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$215,000.00	$8,000.00	$223,000.00				$223,000.00	
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	$95,000.00	$1,400,000.00	$1,495,000.00				$1,495,000.00	
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	$358,900.00	$35,000.00	$393,900.00				$393,900.00	
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	$7,000.00	$0.00	$7,000.00				$7,000.00	
3	3.1	Improved Accessibility and Inclusion and Increased Percentage of Students meeting Least Restrictive Environment Goals	Students with Disabilities	No			All Schools	Ongoing	$455,500.00	$50,000.00	$505,500.00				$505,500.00	
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	$0.00	$150,000.00	$150,000.00				$150,000.00	
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		$6,170.00	$5,500.00	$11,670.00				$11,670.00	
3	3.4	Targeted Support Services for English Learners	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,795,000.00	$8,500.00	$1,803,500.00				$1,803,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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		$14,014.00	$20,000.00	$34,014.00				$34,014.00	
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		$528,000.00	$62,000.00	$590,000.00				$590,000.00	
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		$0.00	$45,000.00	$45,000.00				$45,000.00	
4	4.3	Family Resource Center Staffing	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$164,315.00	$0.00	$164,315.00				$164,315.00	
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		$5,115.00	$80,000.00	$85,115.00				$85,115.00	
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		$0.00	$110,000.00	$110,000.00				$110,000.00	
4	4.6	Transportation Services	Low Income	Yes	LEA-wide	Low Income	All Schools		$210,000.00	$165,000.00	$375,000.00				$375,000.00	
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		$0.00	$0.00	$0.00				$0.00	
4	4.8	Increase Parent Engagement through Parent Incentives and Training Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	

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		$417,000.00	$50,000.00	$467,000.00				$467,000.00	
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		$4,627.00	$44,900.00	$49,527.00				$49,527.00	
5	5.1	Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$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		$6,170.00	$8,000.00	$14,170.00				$14,170.00	
5	5.3	Campus Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,830,000.00	$773,886.00	$2,603,886.00				$2,603,886.00	
5	5.4	ARC Experience After School Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Central, Southwest, Desert Oasis/Phoenix Rising		$28,000.00	$700,000.00	$728,000.00				$728,000.00	
6	6.1	Offer social-emotional learning (SEL) programs and workshops	All	No			Specific Schools: Desert Oasis, Phoenix Rising, MSVA		$21,000.00	$32,000.00		$53,000.00			$53,000.00	
6	6.2	Hire additional counselors and social workers specializing in alternative education	All	No			Specific Schools: Desert Oasis, Phoenix Rising, MSVA		$210,364.00	$15,997.00		$226,361.00			$226,361.00	
6	6.3	Academic Support	All	No			Specific Schools:		$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
							Desert Oasis, Phoenix Rising, MSVA									
6	6.4	Community Partnerships	All	No			Specific Schools: Desert Oasis, Phoenix Rising, MSVA		$17,475.00	$20,000.00		$37,475.00			$37,475. 00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
49,050,784	15,030,876	30.643%	8.012%	38.655%	$20,839,226.00	0.000%	42.485 %	Total:	$20,839,226.00
								LEA-wide Total:	$13,658,290.00
								Limited Total:	$370,985.00
								Schoolwide Total:	$6,809,951.00

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	$585,000.00	
1	1.2	Standards-aligned instruction and assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
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	$1,995,000.00	
1	1.4	Expand and maintain CTE offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$472,000.00	
1	1.5	Credit Recovery / Online Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Expanded/enhanced counseling services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$743,362.00	
1	1.7	Expanded and enhanced options in Visual and Perfoming Arts/Fine Arts for improved accessibility	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis 9-12	$3,104,531.00	
1	1.8	Enhanced technology (access and connectivity) for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,355,000.00	
1	1.9	Master Scheduling Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	$0.00	
1	1.10	Schools 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	$1,018,250.00	
1	1.11	Improved Library resources and access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union, Southwest, Desert Oasis	$170,000.00	
1	1.12	College Articulated and Dual Enrollment courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.13	Rigorous curricular offerings and services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	$1,190,000.00	
1	1.14	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.15	Instructional program improvement support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$223,000.00	
2	2.1	Access to technology and internet on campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,495,000.00	
2	2.2	Professional Development and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$393,900.00	

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	$7,000.00	
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	$150,000.00	
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	$11,670.00	
3	3.4	Targeted Support Services for English Learners	Yes	LEA-wide	English Learners	All Schools	$1,803,500.00	
4	4.1	Improved Educational Partner Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$590,000.00	
4	4.2	Targeted Homeless and Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$45,000.00	
4	4.3	Family Resource Center Staffing	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$164,315.00	
4	4.4	Promotion of positive, safe, inclusive student culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,115.00	
4	4.5	Promote Improved Attendance and Engagement on Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
4	4.6	Transportation Services	Yes	LEA-wide	Low Income	All Schools	$375,000.00	
4	4.7	Extra-curricular Opportunities to Strengthen School Connectedness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central and Southwest 9-12	$0.00	
4	4.8	Increase Parent Engagement through Parent	Yes	LEA-wide	English Learners Foster Youth	All Schools	$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Incentives and Training Opportunities			Low Income			
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$467,000.00	
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	$49,527.00	
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	$14,170.00	
5	5.3	Campus Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,603,886.00	
5	5.4	ARC Experience After School Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central, Southwest, Desert Oasis/Phoenix Rising	$728,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$23,245,927.00	$19,128,401.54

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	$542,233.00	$570,864.38
1	1.2	Standards-aligned formative and summative assessments	Yes	$10,488.00	$2,282.11
1	1.3	Tutoring	Yes	$74,072.00	$18,520.47
1	1.4	Expand CTE Offerings	Yes	$833,473.00	$762,476.25
1	1.5	Credit Recovery	Yes	$726,600.00	$719,559.84
1	1.6	Intervention and Supports for Struggling Students	Yes	$468,193.00	$259,084.99
1	1.7	Increased Instructional Time to Provide Support and Services	Yes	$26,859.00	$1,156,534
1	1.9	Expanded/Enhanced Counseling Services	Yes	$466,488.00	$605,383.58
1	1.10	Intervention/Support for At-Risk 9th Grade Students	Yes	$417,791.00	$439,863.92
1	1.11	Targeted Support Services for English Learners	Yes	$2,098,228.00	$1,784,154.99
1	1.12	Supplemental Media Services and Resources	Yes	$425,487.00	$365,072.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Master Scheduling Resources	Yes	$30,000.00	$95,239.20
1	1.14	Improve CTE Facilities	Yes	$1,628,000.00	$850,504.56
1	1.15	Improved Library Resources and Access	Yes	$2,061,642.00	$0
1	1.16	College Articulated and Dual Enrollment Courses	Yes	$140,120.00	$2,145.85
1	1.17	Rigorous Curricular Offerings	Yes	$1,370,822.00	$1,090,853.44
1	1.18	College and Career Readiness	Yes	$168,270.00	$29,149.77
1	1.19	Instructional Program Improvement Support	Yes	$298,945.00	$212,906.63
2	2.1	Access to Technology and Internet	Yes	$449,230.00	$1,115,136.24
2	2.2	Professional Development	Yes	$159,679.00	$50,459.32
2	2.3	Instructional Support Team	Yes	$792,207.00	$310,731.03
2	2.4	Differentiated Instruction for English Learners	Yes	$119,269.00	$13,672.33
2	2.5	Improve New Teacher Orientation and Onboarding	Yes	$114,190.00	$72,284.21
2	2.6	Ed Tech Academy	Yes	$28,339.00	$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)
2	2.7	Cross Department Collaboration	Yes	$24,678.00	$215.94
2	2.8	Curriculum Development	Yes	$40,372.00	$740.32
2	2.9	Cross Collaboration to Support English Learners	Yes	$10,305.00	$0
3	3.1	Staffing	Yes	$754,340.00	$725,458.92
3	3.2	Facilities	Yes	$106,645.00	$61,528.80
3	3.3	Supplemental Student and Staff Resources	Yes	$33,900.00	$15,516.87
3	3.4	Supplemental Curriculum	Yes	$75,000.00	$23,479.38
3	3.5	Professional Development and Collaboration	Yes	$20,908.00	$8,408.32
4	4.1	Parent and Staff Communication	Yes	$501,760.00	$135,026.58
4	4.2	Parent Education and Engagement	Yes	$812,319.00	$406,533.76
4	4.3	Family Resources Coordinator	Yes	$177,663.00	$89,857.97
4	4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	Yes	$98,674.00	$39,020.42
4	4.5	Promote Attendance and Monitor Absences	Yes	$96,974.00	$142,998.06
4	4.6	Transportation Services	Yes	$1,547,725.00	$2,344,920.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Targeted Foster Youth Services	Yes	$58,429.00	$16,291.05
4	4.8	Pregnant and Parenting Teens (Discontinued)	Yes		
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	$434,232.00	$411,334.89
4	4.10	Positive Behavior Intervention and Support	Yes	$56,300.00	$12,247.64
4	4.11	NEW: STUDENT VOICE PROJECTS	Yes	$60,000.00	$36,754.97
5	5.1	Qualified Teachers	Yes	$167,125.00	$9,115.00
5	5.2	NEW/REVISED: Safe Non-Threatening Spaces	Yes	$20,000.00	$2,914.19
5	5.3	Campus Safety	Yes	$3,209,161.00	$3,315,924.10
5	5.4	Drug Intervention and Education Services	Yes	$29,553.00	$23,789.99
5	5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	Yes	$191,000.00	$47,470.74
5	5.6	NEW: Student Safety and Belonging	Yes	$407,486.00	$16,998.19
5	5.7	NEW: ARC Experience After School Program	Yes	$860,753.00	$714,974.80

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$15,050,987	$23,245,927.00	$19,128,401.54	$4,117,525.46	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	$542,233.00	$570,864.38		
1	1.2	Standards-aligned formative and summative assessments	Yes	$10,488.00	$2,282.11		
1	1.3	Tutoring	Yes	$74,072.00	$18,520.47		
1	1.4	Expand CTE Offerings	Yes	$833,473.00	$762,476.25		
1	1.5	Credit Recovery	Yes	$726,600.00	$719,559.84		
1	1.6	Intervention and Supports for Struggling Students	Yes	$468,193.00	$259,084.99		
1	1.7	Increased Instructional Time to Provide Support and Services	Yes	$26,859.00	$1,156,534		
1	1.9	Expanded/Enhanced Counseling Services	Yes	$466,488.00	$605,383.58		
1	1.10	Intervention/Support for At-Risk 9th Grade Students	Yes	$417,791.00	$439,863.92		
1	1.11	Targeted Support Services for English Learners	Yes	$2,098,228.00	$1,784,154.99		
1	1.12	Supplemental Media Services and Resources	Yes	$425,487.00	$365,072.70		
1	1.13	Master Scheduling Resources	Yes	$30,000.00	$95,239.20		
1	1.14	Improve CTE Facilities	Yes	$1,628,000.00	$850,504.56		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Improved Library Resources and Access	Yes	$2,061,642.00	$0		
1	1.16	College Articulated and Dual Enrollment Courses	Yes	$140,120.00	$2,145.85		
1	1.17	Rigorous Curricular Offerings	Yes	$1,370,822.00	$1,090,853.44		
1	1.18	College and Career Readiness	Yes	$168,270.00	$29,149.77		
1	1.19	Instructional Program Improvement Support	Yes	$298,945.00	$212,906.63		
2	2.1	Access to Technology and Internet	Yes	$449,230.00	$1,115,136.24		
2	2.2	Professional Development	Yes	$159,679.00	$50,459.32		
2	2.3	Instructional Support Team	Yes	$792,207.00	$310,731.03		
2	2.4	Differentiated Instruction for English Learners	Yes	$119,269.00	$13,672.33		
2	2.5	Improve New Teacher Orientation and Onboarding	Yes	$114,190.00	$72,284.21		
2	2.6	Ed Tech Academy	Yes	$28,339.00	$0		
2	2.7	Cross Department Collaboration	Yes	$24,678.00	$215.94		
2	2.8	Curriculum Development	Yes	$40,372.00	$740.32		
2	2.9	Cross Collaboration to Support English Learners	Yes	$10,305.00	$0		
3	3.1	Staffing	Yes	$754,340.00	$725,458.92		
3	3.2	Facilities	Yes	$106,645.00	$61,528.80		
3	3.3	Supplemental Student and Staff Resources	Yes	$33,900.00	$15,516.87		
3	3.4	Supplemental Curriculum	Yes	$75,000.00	$23,479.38		
3	3.5	Professional Development and Collaboration	Yes	$20,908.00	$8,408.32		

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	4.1	Parent and Staff Communication	Yes	$501,760.00	$135,026.58		
4	4.2	Parent Education and Engagement	Yes	$812,319.00	$406,533.76		
4	4.3	Family Resources Coordinator	Yes	$177,663.00	$89,857.97		
4	4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	Yes	$98,674.00	$39,020.42		
4	4.5	Promote Attendance and Monitor Absences	Yes	$96,974.00	$142,998.06		
4	4.6	Transportation Services	Yes	$1,547,725.00	$2,344,920.83		
4	4.7	Targeted Foster Youth Services	Yes	$58,429.00	$16,291.05		
4	4.8	Pregnant and Parenting Teens (Discontinued)	Yes				
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	$434,232.00	$411,334.89		
4	4.10	Positive Behavior Intervention and Support	Yes	$56,300.00	$12,247.64		
4	4.11	NEW: STUDENT VOICE PROJECTS	Yes	$60,000.00	$36,754.97		
5	5.1	Qualified Teachers	Yes	$167,125.00	$9,115.00		
5	5.2	NEW/REVISED: Safe Non-Threatening Spaces	Yes	$20,000.00	$2,914.19		
5	5.3	Campus Safety	Yes	$3,209,161.00	$3,315,924.10		
5	5.4	Drug Intervention and Education Services	Yes	$29,553.00	$23,789.99		
5	5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	Yes	$191,000.00	$47,470.74		
5	5.6	NEW: Student Safety and Belonging	Yes	$407,486.00	$16,998.19		
5	5.7	NEW: ARC Experience After School Program	Yes	$860,753.00	$714,974.80		

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)

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$49,198,290	$15,050,987	16.30%	46.893%	$19,128,401.54	0.000%	38.880%	$3,941,906.73	8.012%

Local Control and Accountability Plan Instructions

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

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:

  o 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]).

  o 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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:
Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

  ○ 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.

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:
LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

  o 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%).

  o 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)**

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

- **5. Total Planned Percentage of Improved Services**

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

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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