



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Union High School District

CDS Code: 13631150000000

School Year: 2023-24

LEA contact information:

David Farkas

Superintendent

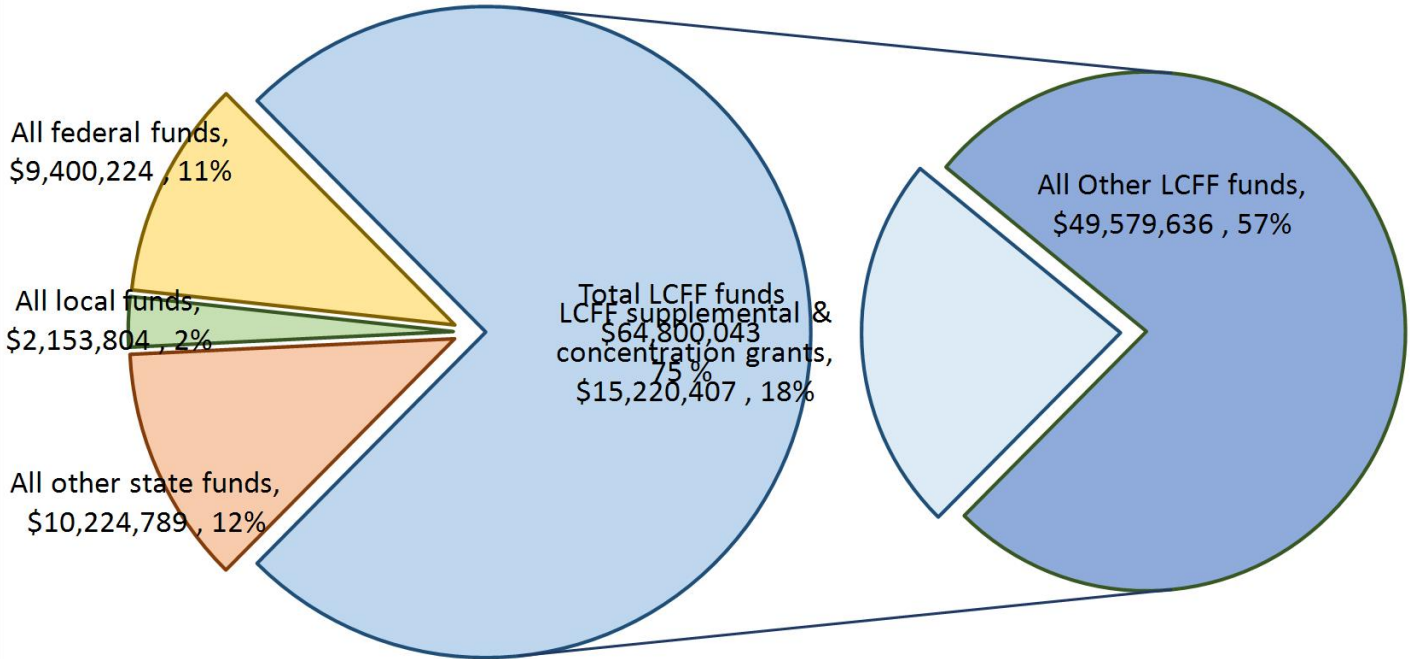
dfarkas@mycuhsd.org

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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 2023-24 School Year

Projected Revenue by Fund Source

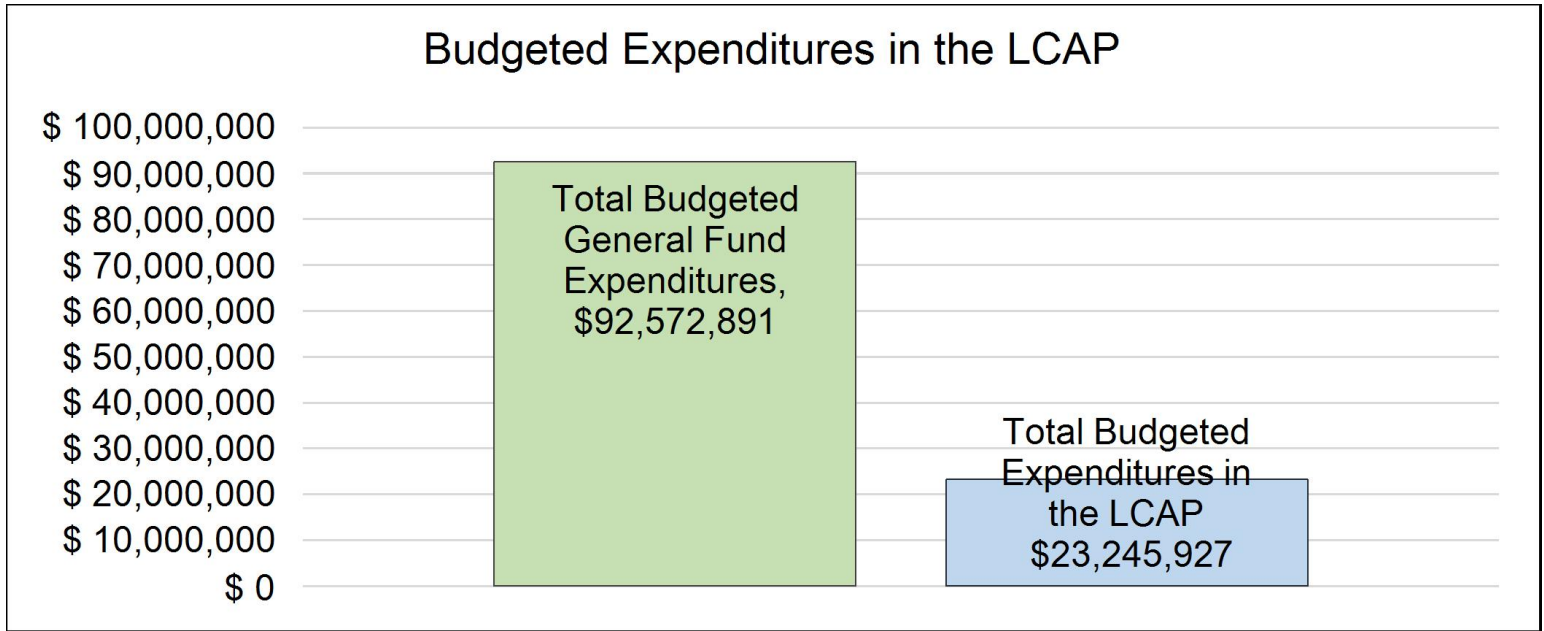


This chart shows the total general purpose revenue Central Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Union High School District is \$86,578,860, of which \$64,800,043 is Local Control Funding Formula (LCFF), \$10,224,789 is other state funds, \$2,153,804 is local funds, and \$9,400,224 is federal funds. Of the \$64,800,043 in LCFF Funds, \$15,220,407 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Central Union High School District plans to spend for 2023-24. 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 \$92,572,891 for the 2023-24 school year. Of that amount, \$23,245,927 is tied to actions/services in the LCAP and \$69,326,964 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.

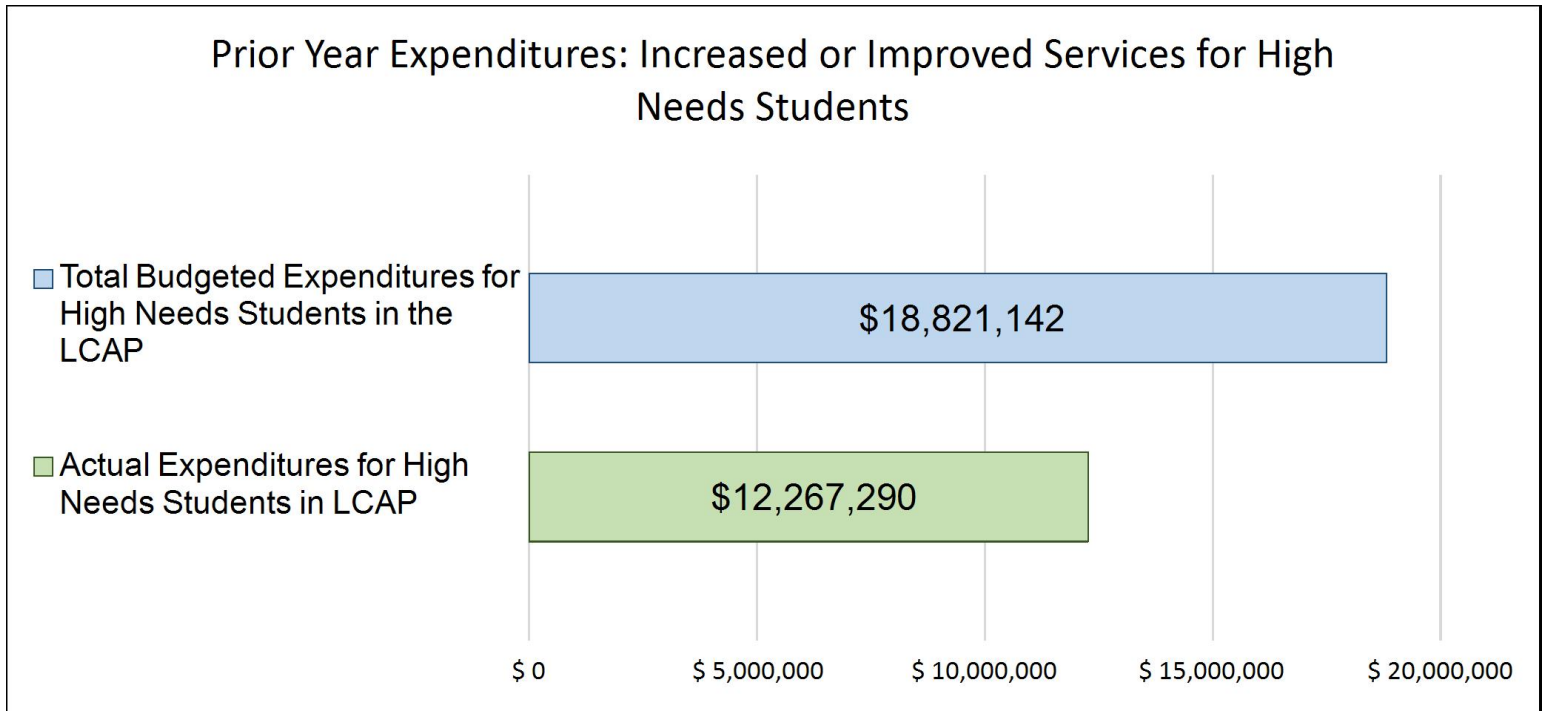
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Central Union High School District is projecting it will receive \$15,220,407 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 \$23,245,927 towards meeting this requirement, as described in the LCAP.

The LCAP expenditures will provide additional services to students who are low income, students who are foster youth, and students learning English. Some services include additional tutoring, supplemental courses, services to meet mental health and physical health needs including transportation and glasses, additional support staff, and parent engagement and education.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Central Union High School District's LCAP budgeted \$18,821,142 for planned actions to increase or improve services for high needs students. Central Union High School District actually spent \$12,267,290 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-6,553,852 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 in the area of in-person tutoring. The lack of tutors was remedied by using a 24/7 online tutoring program in both English and Spanish; however, this did not replace the impact that can be achieved in face-to-face tutoring. Additionally, while a sense of normalcy from COVID was being developed, availability of staff to participate in professional learning and collaborative planning activities for which we had planned 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 in the works and the architectural schematics for CTE facility improvements were not completed.

Goal 2: Staff shortages 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

educational technology; however, a additional instructional coach was not hired. Also, in-person professional development, cross department collaboration, and travel and conferences funded on a limited basis with LCAP as other emergency funding sources were used. The professional development and collaboration took place, but it was not funded through LCAP. As a result, we are moving some of the allocations into sub pay in order to support us in pulling teachers from the classroom to complete this work.

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

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. 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. Services to families were provided by the Family Resource Center and site personnel, but the full extend of some of the actions in this goal were delayed due to staffing shortages, continued COVID related issues, and facility logistical issues. Also a program outlined in the LCAP for parenting and pregnant teens was eliminated.

Goal 5: Due to facility shortage, the Safe Non-Threatening Spaces were not created. We are, however, 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. In this sense, there is a safe space, but it is not a designated fulltime space staffed by a specific employee. Materials and have been purchased to make offices more comfortable through alternative seating, lighting, sensory items, etc. Additionally, CUHSD was unable to hire School Resource Officers due to staffing shortages at 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.



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 [2023-24]

General Information

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

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 pathway courses 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.

In the 2022-2023 school year, the district served approximately 4093 students in grades 9 through 12 in two large traditional high schools, one continuation high school, and two alternative schools of choice. The 2021-2022 school year saw the inclusion of a new virtual independent study school of choice and a school-within-a-school that served credit deficient 9th and 10th graders on the campus of Central Union High School (At-Promise House). At-Promise House will be removed in the 23-24 school year and enrollment at Phoenix Rising High School will, hopefully, be increased to serve our most at promise students. The district also offers a growing adult education program that serves over 1,300 adults in the community.

According to 2022-2023 reports on Data Quest and CALPADS, students identified as English learners (EL) comprise 26% 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

70.4%, our Socio-economically Disadvantaged percentage is 77.4%, and our LCFF Unduplicated count is 76.6%. There are 18 (.44%) students identified as Foster Youth and 105 (2.6%) 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.

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, Redesignated Fluent English Proficient Pupils, 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. The services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design (described in the following paragraph) 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.

Imperial County was one of the hardest hit by the COVID Pandemic. On March 17, 2020 all schools in Imperial County moved to the Distance Learning model of instruction and remained there for over one full calendar year. CUHSD did not return to any form of in-person instruction, other than small learning pods, until April 12, 2021. This long period under a local and regional stay-at-home order caused many students and families to become disengaged, and created a situation where many students were unable to achieve academic and social/emotional success. 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.

CUHSD began the 2021-2022 school year in person. With many mandates regarding masking and testing in place, students and staff were in person on a daily basis. With the return to in-person instruction, came needs that were different from other in-person years. These needs included more use of technology in the classroom, continued supplies of personal protective equipment, need for training on reengaging students and a more intensive need for social emotional support for students and staff. The focus was on "connection before content", and CUHSD began its work on 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 in this school year to ensure that CUHSD is prepared for great improvement in the 23-24 school year 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. Through the Comprehensive Support and Improvement and Compliance and Improvement Monitoring Processes, the District is also identifying areas for improvement and is focusing in on supports and services for Students with Disabilities and students at our alternative high school.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2021-2022 school year, CUHSD opened a new school, Mount Signal Virtual Academy which provided parents and students who were still fearful of the COVID virus a viable, organized virtual option. This school has been continued as a means of supporting students (and their families) who either still have fears associated with COVID and/or had needs that prevented students from being able to attend in person learning opportunities. The school was projected to have 60 students; however, enrollment reached over 180 students in 21-22. For the 22-23 school year, the school was capped at approximately 100 students. This has proven to be a flagship program for CUHSD, and provided a much needed safe space for many of our students. Also, CUHSD opened At-Promise House.

At Promise House was established in 21-22 as an intensive intervention program with wrap-around supports for students in grades 9 and 10 who either earned fewer than 15 credits as a freshman, or did not meet 8th grade promotion criteria during Distance Learning. Educational partner feedback for both programs indicated that parents and students enjoyed the benefits provided by each program. Students in At-Promise House benefitted from having a dedicated counselor and administrator to meet their intensive needs. Also, CUHSD partnered with ICOE to provide mental health support through School Based Mental Health Specialists. This was an area that our data showed was an area of need, and we were able to provide those services. At Promise House will be discontinued for the 23-24 school year as we work to increase enrollment at Phoenix Rising High School for students who have struggled in both At-Promise House and in their first attempt at a freshman year of coursework.

Our stakeholder input for the 2022-2023 school year indicated many areas of success which will continue and shape this year's LCAP. When asked about support services, both parents and students agreed that additional support and services are available to students if students are struggling; 53.3% of students said teachers were available after school and another 45.1% said that sometimes teachers were available after school.. All educational partners indicated that coursework was challenging and that the schools are preparing students for college and career. Overwhelmingly, all educational partners indicated that schools provide technology that is used for both learning and lesson implementation.

A large percentage of parents (85%) shared that they felt campuses were safe. Parents also shared that they felt they were informed about important issues and events (90.8% chose strongly agree or agree).

When asked about parents as educational partners, it was indicated that schools provide translators and messages in a language that parents can understand. Also, parents prefer Parent Square, which has been included as a continued action in LCAP. The biggest success is that over 90.6% of parents stated that the school provides a welcoming environment.

Students stated that their schools have plenty of support and school spirit. They were pleased with the addition of ARC Experience after school program and the School-Based Mental Health Specialists. In fact, they would like to see additional Mental Health Specialists at the comprehensive high schools.

Other successes were:

- a. Graduation Rate districtwide has increased slightly. Current graduation rate according to DataQuest has increased from 86.7% in the 20-21 school year to 89.3% in the 21-22 school year.
- b. CAASPP Results for English Language Arts remained above 50% with 62.52% of students meeting or exceeding standards in English Language Arts. This is 25.4 points above standard.
- c. 51.4% of ELs are making progress toward English Language proficiency; 8% of our students were reclassified.
- d. Fifty-seven percent of our Seniors were able to complete a CTE pathway and 13% completed both a CTE and A-G.
- e. During the 2021-2022 school year, 34% of students who took an AP exam, passed an AP Exam and 68.9% of students who took an IB exam, passed an IB exam.
- f. The District has provided Chromebooks to all students and has implemented a 1:1 device program. These Chromebooks are replaced when necessary and a system for updating of devices has been put in place. Continued training for all staff continues to be offered to ensure that we are supporting educational partners and engaging students for increased achievement.
- g. The District provides Mi-Fis to students who have limited or no access to the internet.
- h. CTE pathways have been expanded. A Personal Services pathway (Barber & Beauty) beginning in the 22-23 school year at Desert Oasis to ensure access to CTE courses in an area of student interest. Additionally, Ag Mechanics has begun at Southwest High School and Dual Enrollment Automotive classes are being offered at Central Union High School.
- i. Attention 2 Attendance campaign has begun in the District to ensure that our students are attending school more frequently and consistently. Through this campaign, we have sent out 12,721 pieces of parent communication. Through conferencing, we have seen a 40% attendance improvement rate with the students for whom conferences have taken place. As of February 2023, the District's Chronic Absentee rate had decreased from 0.284% to 0.249%.
- j. Training for Special Education teachers, administrators, school psychologists, and counselors in Ed Code as it pertains to SPED, IEP development improvement processes, etc. has taken place to assist in proper and improved support of our students. Some training has taken place with teachers as well and will continue into next school year.
- k. All District teachers have participated in training in Designated and Integrated ELD to better serve students in the classroom.
- l. Increased supports and services for Mental Health and SEL.
- m. Safety Summit took place in April in collaboration with ECPD and ICOE. Standard Response Protocol was shared with staff. Increased security and visibility of security on campuses. Vape detectors installed at DOHS to assist with factors that students shared kept them from using the restrooms.

CUHSD will continue to strive to effectively use instructional strategies and resources, including technology, to improve student learning and achievement through the implementation of a 1:1 Chromebook Initiative and professional learning opportunities for teachers.

Career Technical Education, International Baccalaureate, Advanced Placement course will continue to be offered. Expansion in some of these programs will occur to assist students in becoming College and Career Ready. We will replace one new CTE Pathway at Southwest (the Cadet program will be new in the 23-24 school year), and we will discuss increased opportunities in Dual Enrollment and increased AP course offerings throughout the District.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CALIFORNIA SCHOOL DASHBOARD DATA

Based on the 2021-2022 CAASPP Assessment Data, mathematics continues to be an area of need, especially with English Learners and students with disabilities. Twenty percent of students met or exceeded standards in math: whereas, only 1.37% of students with disabilities and 2.45% of English Learners met or exceeded standards. In the 21-22 school year, Southwest was a school receiving support under ATSI (Additional Targeted Support and Improvement) for students with disabilities and collaboration began between math teachers in general education and special education to improve instruction in math. Currently, Central is a CIM school and is analyzing data to determine areas for improvement. Across the board in the District, SPED teachers and administrators are receiving professional learning in SPED law to analyze our practices and ensure that we are compliant both legally and ethically. Additionally, Desert Oasis is a CSI school and analyzing their data to ensure that courses offered, student placement, interventions, etc. are all in place and appropriate. New 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 these courses, but we will analyze data in the next few years to determine their impact on students understanding and achievement. In addition, Central implemented an intensive two-hour Algebra I program that utilizes the highly acclaimed Agile Mind program. Furthermore, the 2019-20 CUHSD LCAP reflected ongoing investments in math supports, including math teaching positions added in fall 2017 to allow for expansion of math intervention options; tutoring; instructional coaching; and professional development. Through this year's educational partner feedback sessions, the need for both Teacher Clarity and relationship building was emphasized. As a result, CUHSD has invested with Corwin to bring 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 will also be working with our staff, particularly math and science, as this is where both students and parents expressed a major concern, 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 being equitable in our actions. Through these strategies, we expect to see both an upward trend in students' attitudes toward math as well as increased achievement results.

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 is well below the state rate of 43.6%. The downward trend is also a concern; however, both the state of California and CUHSD dropped in percentage in 2022. 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. In response, the Board of Trustees approved a new graduation requirement that requires students to complete three years of math beginning with the class of 2023; additional third year math options have been created (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.). 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 both of curriculum and instruction. 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, two more counselors 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 62%; however, English Learners were at 15.16% and students with disabilities were at 13.34%. English Learners scored in the low performance level in 2022 and SWD scored in the very low level as compared to their "all students" counterparts who scored in the medium level. On ELPAC in 2022, 21.56% of students learning English were considered proficient (21.56% well developed, 37.21% moderately developed, 26.34% somewhat developed, and 14.9% minimally developed). The graduation rate for the class of 2022 was 89.3% (medium level). English Learners was 81.9% (up from 80.2% in 2021) and 88.4% (up from 81.9%) for students with disabilities. To ensure that our EL students are being supported, we contracted with ICOE 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 pedagigical 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. Our goal being to help teachers plan intentionally and support students intentionally. To better support our students with disabilities, teachers were also 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 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 will continue 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. We are continuing to modify our procedures and to train/retrain all staff in support of struggling students. An additional school psychologist was added to the District to ensure that we are meeting both our legal responsibilities with deadlines but also to ensure that support for students is more readily available.

Suspension: 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 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 paraphernalia, 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.

College/Career: Students with Disabilities and English Learners do not complete a CTE pathway at the same rate as their counterparts. In the all student group, 40.4% of students have completed at least one CTE pathway. Only 26.3% of ELs and 26.4% of Students with Disabilities have completed at least one CTE pathway. Focus will 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. For the 23-24 school year, a Cadet program (in the Public Safety sector) will be added at Southwest High School. These pathways has appealed to many students in these underrepresented subgroups and we will work to ensure that our ELs and SWD are better represented. Additionally, we are hiring Instructional Assistants to serve in our CTE pathways 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.

LOCAL EDUCATIONAL PARTNER DATA

Interventions: Many students and parents expressed a concern in our intervention offerings and processes. While we have teachers available after school for tutoring, have purchased a 24/7 online tutoring program, 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. 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 will be 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 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 are hiring a Public Information Officer to more effectively, fully, frequently communicate out

District and school information. This position will 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. Additionally, this person will assist school administrators in improving communications including surveys and customer service programs with staff, students, parents, and the local community and will be responsible for developing and maintaining parent and community outreach programs which include but are not limited to, communications via the use of all means of technology. 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.

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 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. To this end, we are committed to developing stronger relationships through visibility, communication, and collaboration through our work with both Teacher Clarity and Dr. Brown.

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.

Safety: Students also shared their concern about safety in the restrooms. For that reason, we are hiring additional security on both comprehensive campuses specifically to help with monitoring of the restrooms, and we installing vape detectors in restrooms (and purchasing monitoring technology) to deter bad behavior from occurring and enabling students to feel like they can take care of business and not "get caught up" in things occurring in the restrooms. We will also be working toward tighter cybersecurity as we have a 1:1 Chromebook initiative, and we want to ensure that our data and our users remain safe. Also, we will work to improve and strengthen our current security facility systems through the implementation of Raptor and improved wiring and cameras.

Transportation: Many 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 is investing in electric buses. To charge these buses, we need the infrastructure 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 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.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Nearly eight years ago the CUHSD Board of Trustees engaged in a strategic planning process that included a series of special planning meetings of the Board as well as meetings with parents, teachers, students, bargaining units, and community service clubs. This strategic planning initiative resulted in Board adoption of updated mission and vision statements; defined core beliefs; and the establishment of six overarching goals focused on improving the district's programs, practices, and policies. Using the outcomes of strategic planning and current student, staff, and community input, 5 goals were developed for the 2021-2024 Local Control and Accountability Plan. Both the mission, vision, and beliefs and the 2019-2020 goals have been revisited and revised to reflect the evolving district priorities. Related actions, services and expenditures will be reviewed annually and modified based on stakeholder input and identified needs. This LCAP centers around three themes: equity in services and access to all students, ongoing professional development for staff, and support services for parents in languages and modes they can access.

During the 2022-2023 school year, educational partners were surveyed, meetings were held in-person and through Google Meet, and student focus groups were held. Based on the input from these community partners, the 2023-2024 has a few additions to actions under some goals. The goals and revisions/additions are as follows:

GOAL 1 – Promote the achievement of all students, and particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community during the 2021-22 school year to assess the implementation of state standards, use of strategies for all types of learners, and access to a broad course of study for all students especially special populations of students with the purpose of increasing academic achievement, graduation rates, and college and career readiness.

*Math and science classes will be supported to ensure that lessons are more interactive, engaging, and relevant. Hands-on materials and activities will be supported. Teacher collaboration and planning will be supported to ensure that student needs are being met.

*Curriculum will be analyzed and quarterly assessments district wide will be revised to ensure that students are receiving timely interventions.

*Agile Minds Curriculum will continue to be implemented for struggling 9th graders.

*Hiring of 2 MTSS Specialists to assist in the identification on students in need of additional supports and the development/placement of these supports to best meet student needs.

*Paper 24/7 Online Tutoring for all subjects and in both English and Spanish will continue to be supported based on input that services needed to be offered on the weekends and after school hours. Additional training for both teachers and students will be investigated and implemented.

*CTE courses have been expanded to ensure that there is equitable access to all vulnerable populations. Work Based Learning opportunities will be investigated, created, implemented, etc. to ensure that students are getting a full experience in preparation for post-secondary options.

*Funds for the Health Resource Center will allow for hands-on opportunities in CTE pathways at Southwest High School. Facility modifications at Desert Oasis will allow for hands-on opportunities in the Beauty and Barber program.

*Supports for foster youth, students who are homeless, and students who are members of the LGBTQ+ community will continue to be supported.

*Addition of programs like EdMod to assist staff in accessing student plans for support of student needs and in determining correct strategies for accommodating student needs.

*Support rigorous course options through coverage of AP/IB exam fees and Dual Enrollment offerings and books.

*Provide opportunities for college field trips, transitional planning fairs/career fairs, and industry visitations to help students see all post-secondary options available to them.

GOAL 2 - Promote the achievement of all students by preparing teachers to implement state standards by using instructional strategies that support all learners, but especially English learners, students with exceptional needs, foster youth, and students who are homeless. In order to effectively implement state standards and engage students, instructional technology will be a tool for instruction.

*Chromebook upgrade cycle and distribution schedule continued to ensure funding is available to support the 1:1 initiative.

*Professional development for supports for LGBTQ+, Foster Youth, and students with disabilities to continue to ensure funding is available for teachers who need support in these areas. Teacher Clarity training as well relationship building training will occur in 23-24 to support intentionality and credibility for increased results.

*Specific support from the instructional support team for teachers who teach students who are low income, foster youth, and English Learners.

*Potential to add an additional instructional coach/coordinator to assist with CTE activities and expansion of program offerings.

*Increased cross departmental collaboration and student interventions development.

GOAL 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 continuing Mount Signal Virtual Academy with an enrollment of approximately 120 students.

*Continued staffing of Mount Signal Virtual Academy for students that need an independent study option due to medical or other reason.

*Programmatic support for curriculum and instruction.

GOAL 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.

*Based on input from educational partners, digital signage will be replaced or purchased at most District schools for improved communication efforts.

*Public Information Officer will be hired to increase communication efforts between the District, schools, and all educational partners.

*Parent University will be continued to ensure at least 2 sessions in English and Spanish through Fresno State University. The sessions will be based on parent need/interest.

- *District-wide attendance program (Attention to Attendance) will be continued and supported with both human and material resources. Hiring of Attendance Specialists and an additional Community Liaison.
- * Hiring of a Family Resource Center Coordinator who will travel amongst District sites sharing supports/services available both on campus and off campus through community resources.
- *Improve District transportation offerings through electrical infrastructure upgrade as well as after extra-curricular transportation offerings for students for safety and support purposes.
- *Increased services for Foster Youth through collaboration between MTSS Specialist and Foster Youth Liaison with scheduled SSTs and frequent check-ins. Increased activities for FY to experience training agencies, postsecondary options, career fairs, etc.
- *Hazel Health made available to students for increased health and mental health services.
- *Addition of 2 Mental Health Specialists for increased therapy/counseling opportunities.
- *Continuation of Student Voice Projects.

GOAL 5 - Maintain basic services for all students by actively recruiting, hiring, and retaining highly qualified teachers and providing a safe and effective learning environment.

- *New action added based on student feedback in order to improve sense of belonging and safety by students including ASSIST training for staff, grief groups, revisit the District's dress code, sexual harassment and partner violence training for students, and .5 school based mental health added to 2.5 currently employed.
- *Recruit and hire a diverse staff
- *Train new teachers in supports for vulnerable populations
- *Increase security on campuses through hiring of additional security, bringing back School Resource Officers, installing vape detectors in restrooms, and increasing/improving both facility and cyber security resources.
- *Continue drug awareness and intervention services for students. Increase supports for parents through presentations, educational sessions, etc.
- *Provide supplemental textbooks that support diversity and mastery of standards.
- *Provide training and revisit policies that promote safety and sense of belonging.
- *Continue ARC Experience after-school program.

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 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 are being used to create a plan and will be used to drive the decisions regarding evidence-based interventions to be implemented. A team of DOHS staff will attend Teacher Clarity training in order to have experts on staff. CUHSD will be partnering with Corwin in the 23-24 school year to bring Teacher Clarity (based on the research of Jon Hattie and the work of Douglas Fisher and Nancy Frey) to our schools. Desert Oasis is looking to host sessions on their campus for teachers in a more intimate setting, separate from and in addition to the District trainings. Collaboration time will be provided to staff. Furthermore, the CUHSD Instructional Support Team will 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 assignments 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 will be 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 36% to 46% 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 has been implemented in the 2022-2023 school year and is being continued and expanded.

All CSI funds will 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.

Working collaboratively with ICOE staff on the evaluation of current year's data, the DOHS principal and staff closely will 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 and how this engagement was considered before finalizing the LCAP.

During the 2022-2023 school year, educational partner feedback was elicited in a variety of ways including surveys, in-person meetings, and focus groups. Most student feedback was elicited through student focus groups on campuses in the Central Union High School District.

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 11/30, 2/21, and 5/30. Parents were able to provide verbal feedback in those meetings beginning as early as August 2022. Beginning in October 2022, surveys were sent via Parent Square and Thought Exchange to all parents, students, and staff. These surveys included, but are not limited to, surveys regarding Parent University course selection, LCAP feedback, CTE programs, etc. Data from these surveys has been or will be shared via Faculty Meetings, Leadership meetings, CUHSD Board Meetings, and through Parent Square.

Student feedback: Advisory feedback meetings were set up at the different sites. Both site and district administrators (as well as PIRTs) attended these feedback sessions. These sessions took place from January 2023 through March 2023. 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. Surveys were sent out to students to collect additional data. 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.

EI Centro Secondary Teachers Association and Classified School Employees Association Feedback: Surveys were sent via AERIES Communication to all teachers and staff. These surveys include, but are not limited to, LCAP feedback, CTE programs, and many others. LCAP Advisory Meetings were held with these two groups of partners in February. Data was shared at these Advisory meetings, Faculty meetings, and at CUHSD Board Meetings.

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, this monitoring tool was utilized in other leadership meetings (monthly ACT Meetings, Principal Meetings, Extended Cabinet Meetings, Leadership Team Meetings) for identifying areas of need and driving conversations/actions. In March, face-to-face meetings and Google Meets were held to analyze data and work on the modifying of the LCAP for 23-24.

Students who are Foster Youth: Feedback was obtained from consultation meetings held with the Foster Youth Liaison, counselors, IVROP, ICOE, and community members who work directly with Foster Youth; additionally, we had foster parents and/or group home staff who responded to the District-wide survey. A meeting with specific members of our staff and community was convened on April 18, 2023, to discuss the needs of our Foster Youth and ways to improve our offerings and services.

Special Education: CUHSD was identified for a couple of Program Improvement activities in 2023 (CIS at Desert Oasis and CIM at Central Union High School). 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 are also working on improvement in the areas identified through that process. CUHSD also participated in the SELPA LCAP Stakeholder meeting offered by Imperial County Office of Education. Conversation with teachers and counselors (as well as training) is occurring as a result of these conversations as we are identifying processes and procedures in need of improvement and making adjustments to our system as a result to ensure that we are meeting our legal responsibilities as well as addressing gaps/identified needs in our systems and practices.

A summary of the feedback provided by specific educational partners.

We received survey responses from over 573 respondents in both English and Spanish (288 students, 195 parents, 8 classified employees, and 82 certificated employees). All sites and community partner groups were represented. We held 3 in person parents meetings (11/30/22, 2/21/23, and 5/30/23) to encourage parents to participate and share what is important to them as well as what they believe would best assist/support their students in improvement. We also held 8 student focus group meetings (1/18/23, 1/20/23, 1/25/23 at Southwest High School, 2/8/23, 2/10/23, 2/15/23, and 2/16/23 at Central Union HS, and 3/22/23 at Phoenix Rising and Desert Oasis. Feedback was also provided through School Site Council, DELAC, and MPAC. Staff provided feedback and elicited input in district meetings, surveys, and staff meetings.

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 accommodations when necessary) with students and their questions/needs
- *Revisit homework and grading policies
- *Offer interventions during the school day; hire additional instructional staff (particularly in math) to assist students in understanding concepts taught
- *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)
- *Increase the engagement and interaction in classes
- *Provide support for homework
- *Increase course offerings (particularly in the world of electives)
- *More opportunities for meeting with counselors
- *Increase School based Mental Health Services on campuses
- *Improve security/safety in restrooms
- *Address traffic around campuses for safety

*Provide changing area for DOHS/PRHS girls for PE

Parents:

- *More opportunities for support, especially in math and science (in class interventions, different strategies utilized to teach)
- *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
- *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
- *Improve safety in restrooms
- *Bring back SROs to improve safety on campuses
- *Provide additional Mental Health services
- *Improve interventions available on campus at all levels in all areas (academic, social-emotional, etc.)
- *Increase STEM course availability at SHS
- *Offer Summer Camp options

Classified Staff:

- *Increased, improved communication from leadership
- *Provide tutoring in library after school again
- *Better customer service
- *Hire additional Instructional Aides to support students and maintenance staff to improve and ensure cleanliness of campuses
- *Offer training, especially in the world of Special Education, for all staff members
- *Offer Reading/Writing improvement support for students (COVID has impacted SPED students' skills; they are having trouble reading and current programs do not offer low enough support)
- *Increase access to technology and SIS for classified employees for access to information to better support students
- *Improved relationships between staff and students; provide training
- *Improve instructional strategies used in classrooms to provide more interaction, engagement, interest, and relevance.

Certificated staff:

- *Increase PD in SEL, math, EL instructional strategies
- *Improve FRC services and outreach at all campuses
- *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
- *Broaden CTE course offerings

- *Better communication at all levels with all stakeholders
- *Provide training for Parent Square to improve communication
- *Provide training for teachers in inclusion (particularly in the area of LGBTQ+)
- *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.)
- *Foster Youth Liaison needs more time to focus on FY responsibilities (rethink position)
- *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 CAFE
- *More opportunities for college/university visits
- *Provide a Work Study Program for students

Goal 1:

- 74.1% of teachers agreed or strongly agreed that assessment data is analyzed and used to make instructional decisions
- 98.4% of students responded that extra help is available when needed (but many students shared that they don't find the tutoring helpful)
- 90.9% of parents said academic support programs are available

16.25% of students participated in ARC
89.1% of parents stated that coursework is challenging
90% of parents believe the schools provide students with a strong foundation for their future college and/or career goals

Goal 2:
94.7% of parents and 96.8% of students agreed or strongly agreed that there is adequate access to technology
Only 63.5% of students felt like teachers used technology that helps them learn.

Goal 3:
96.3% 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."
Short term independent studies options need to be investigated for emergency situations that may arise for students and their families

Goal 4:
96% of parents and 100% of classified staff agreed or strongly agreed that translators are provided when needed
81.9% of parents agreed or strongly agreed that staff responds within 24 hours
Between 75.2 and 86.9% of parents access the website and/or Aeries for information
89.1% of parents agreed or strongly agreed that school staff treats students with respect
82.6% of parents agreed or strongly agreed that their student's feelings matter
77.8% of teachers and 100% of classified staff agreed or strongly agreed that the school has an atmosphere of trust, respect, and professionalism
In all feedback sessions, students shared that they have at least one adult they can reach out to if they need additional support.

Goal 5:
71.6% of teachers, 75% of classified staff and 94% of parents agreed or strongly agreed that campuses are clean
84% of teachers, 87.5% of classified staff, 91.4% of parents agreed or strongly agreed that campuses are safe
85% of parents agreed or strongly agreed that the school addresses bullying and teasing
All student feedback sessions brought up that restrooms were areas that needed improved security.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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. 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, 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 will be purchased to streamline creation and access to student plans and ensure that all staff have access to the information with which to make instructional decisions. In Goal 2, educational partner feedback indicated that the 1:1 Chromebook initiative was 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 Chromebook. Feedback also indicated a need for training in concerns and laws regarding students with disabilities. Continued professional development will occur to ensure that we are meeting both legal and ethnical responsibilities in the support of struggling students and special population students. Funding in the LCAP was provided specifically for training for supporting these student groups. In Goal 3, the feedback indicated that there was a need for continued staffing for Mount Signal Virtual Academy and additional training; the feedback and enrolled numbers indicated an ongoing need for 3 teachers. In Goal 4, parent feedback regarding Parent University was positive and it was requested that the program continue, so there is ongoing funding through LCAP to continue this service for parents. Also, student voice projects were a request from the students and they are also being funding through LCAP for ongoing operation, particularly for students with health and/or social-emotional needs. Finally, in Goal 5, students expressed a concern regarding safety in the restrooms. Funding for equipment (vape detectors and tablets) for improved detection and monitoring has been included in Goal 5. Other areas that are included based on Educational Partner feedback include, but are not limited to:

Goal 1:

- *Emphasion on data analysis to determine needs of students for early intervention
- *Continued and additional CTE Courses, equipment, updated classroom facilities, and work-based learning opportunities were included to support parent, student and advisory committee feedback
- *Focus on relationships to build trust and support students through the learning process
- *Hiring of additional Instructional Aides to support struggling learners during class time
- *Hiring of MTSS Specialists to assist with academic intervention identification, monitoring, and follow-through
- *Investigation and implementation of reading/writing improvement programs, strategies, and/or strategies to be employed in the classroom
- *Remove barriers to registration for AP/IB exams through coverage of exam costs
- *Purchase Education Modified for streamlined creation and access to student plans; train staff in its usage and ensure that student needs (and modifications/accomodations) are better and more efficiently met
- *Develop counseling plan and marketing campaign for helping students (and other educational partners) to see programs of choice and alternative education as opportunities for getting back on track rather than punishment

Goal 2:

- *Continue 1:1 Chromebook Initiative
- *Addition of Teacher Clarity Training for administrators and teachers to ensure that planning and teaching are intentional and that student needs are identified and addressed in a timely, more efficient manner
- *Continue Diversity, Equity, and Inclusion Training
- *Accommodations Support and Training for administrators and teachers to better support students with IEPs and students learning English
- *Purchase of devices for classified staff to access AERIES and student plans for improved support

Goal 3:

*Continue to staff and support Mount Signal Virtual Academy due to identified student circumstances/needs to support continued learning due to an increase in student enrollment and desired support from parents and students.

Goal 4:

- *Parent University Courses will be continued during the 22-23 school year based on the over 60 parents who completed courses this year.
- *Train users in both Parent Square and AERIES Portals to increase communication and access to timely student/school information
- *District wide attendance program is being continued
- *Student Voice Projects will continue during the 22-23 school year to give students a stronger voice in school culture
- *Ensure that Family Resource Center resources are available to all students/parents in the District; increase communication about resources available and strategize for better efficiency of utilization of those resources
- *Increase both student/parent incentives for increased participation, engagement, and achievement
- *Improve transportation services through investigation of transportation offered after extra-curricular activities and increase efficiency of transportation services through improvements to infrastructure (inclusion of EV infrastructure)
- *Revisit needs of pregnant/parenting teens and offer options for supporting students academically during gestation and beyond

Goal 5:

- *Training for students and staff was requested in the area of sexual harassment and partner violence beyond the 9th grade health class.
- *Reinstitute School Resource Officers on each comprehensive high school campus to address school safety concerns
- *Purchase vape detector system for restrooms and monitor activities in the restrooms through technological upgrades and access to technology for security and maintenance to address student concerns regarding safety/usage of restrooms
- *Purchase additional technology (i.e. walkie-talkies) for improved communication and emergency response when necessary (broaden areas of coverage)
- *Students and staff requested a 2 FTE increase in the School Based Mental Health Specialist (one additional on each comprehensive campus).
- *ARC Experience will continue during the 2023-2024 school year based on student feedback.

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)

An explanation of why the LEA has developed this goal.

CUHSD was engaged in Differentiated Assistance during the 2020-2021 school year. One outcome was the need to focus on accommodations and supports for special populations of students, including English Learners and students in special education. This combined with stakeholder feedback that indicated some of our special population of students are not involved in CTE, and that our rate of D's and F's were higher than in previous year, made us aware of the fact that we need to focus our efforts on strategies and implementation of standards in order to support our students academic success.

With re-engagement of students a concern, graduation and post-secondary success also became a concern. One way to re-engage students, especially special populations, is through the use of Career Technical Education and a broad selection of elective courses to provide students an outlet of their choice and a possible career path for post-secondary life.

Our district is dedicated to continue collaborating with our stakeholders and holding ourselves collectively accountable to assure that each and every student has an equitable opportunity to develop and demonstrate the skills and knowledge necessary to achieve success beyond high school.

2021-2022: Data analysis still shows that the Central Union High School District has an A-G completion rate well below other high schools in Imperial County. The 2020-2021 A-G completion rate was 29.3% and the average rate in Imperial County was 37.1%. CUHSD's A-G rate continues to dip as the 21-22 A-G completion rate was 19.9%. Alternatively, our graduation rate was above the state and county average at 84.30% in 21-22 with the county average being 80.90%. In 22-23, the graduation rate rose to 89.3%. CUHSD still believes that this continues to be an area of focus, especially for students learning English, foster youth, and low income students. It is also an area of need for students with IEPs. The A-G completion rate for students learning English was 13.3% and for low income students it was 25.6%. The graduation rate for students learning English was 77.3% in 21-22 and 82.4% in 22-23 and for low income students it was 83% in 21-22 and 88.9% in 22-23. The longitudinal data shows an overall trending downward for students meeting A-G. The opposite is true for graduation

rate. There has been a 3.1% decline since 2018 for all students, but since being back on campus, we are recovering with graduation rate increasing by 5% between 20-21 and 21-22.

Also, the 2020-2021 CAASPP data showed an increase in students meeting and exceeding standards overall in English Language Arts, except for students with disabilities, but all student groups showed a significant decline in meeting or exceeding standards in mathematics. In 21-22, results were not much different with math scores continuing to drop.

To achieve this goal, we will be implementing the following actions (PLEASE NOTE THERE IS NO ACTION 1.8 DUE TO A NUMBERING ERROR):

SUPPORT FOR STRUGGLING STUDENTS: Actions 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 1.10, 1.15 and 1.19 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 freshmen and sophomores who either earned fewer than 15 credits or did not meet middle school/junior high promotion criteria via At Promise House, offer social emotional and mental health supports during Advisory, offer extended hours for support from counselors, offer support for reclassified 9th graders in a small, intensive intervention program at Phoenix Rising, and provide support to both students and families through the use of resource teachers. Technology and authentic literature will also be provided to support students with their academics and sense of belonging. All these offerings will be supported through common assessments and 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, 1.4, 1.13, 1.14, 1.16, 1.17 and 1.18 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, 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.

SUPPORTS FOR ENGLISH LEARNERS: Action 1.11 is specific to providing support to students who are learning English by supporting the team of professionals dedicated to assisting them in both academic and language acquisition development. This team will also focus on equity for students learning English and proper course placement.

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 scores in mathematics, 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	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	<p>2018-2019</p> <p>All Students: Green (21.8 points above standard) ADJUSTED 49.01% MET OR EXCEEDED STANDARDS</p> <p>English Learners: Red (48.4 points below standard) ADJUSTED 12.81% MET OR EXCEEDED STANDARDS</p> <p>Students with Disabilities: Red (117.1 points below standard) ADJUSTED 16.35% MET OR EXCEEDED STANDARDS</p> <p>Homeless: Green (26 points above standard)</p>	<p>2020-2021 (70% OF 11TH GRADERS TESTED)</p> <p>All Students: 62% Met or Exceeded Standards</p> <p>English Learners: 11% Met or Exceeded Standards</p> <p>Students with Disabilities: 10% Met or Exceeded Standards</p> <p>Homeless: 53% Met or Exceeded Standards</p> <p>Foster Youth: No Data Available</p> <p>Low Income: 55% Met or Exceeded Standards</p>	<p>2021-2022 (91.99% OF 11TH GRADERS TESTED)</p> <p>All Students: Medium (24.5 points above standard) 62.52% Met or Exceeded Standards</p> <p>English Learners: Low (44.8 points below standard) 15.16% Met or Exceeded Standards</p> <p>Students with Disabilities: Very Low (90.1 points below standard) 13.34% Met or Exceeded Standards</p> <p>Homeless: Low (25.4 points below standard) 36% Met or Exceeded Standards</p>		<p>All Students: Maintain Green Level and grow 15.2 points above standard to 37 points above standard) ADJUSTED 75% MEET OR EXCEED STANDARDS</p> <p>English Learners: Grow at 20 points to 28.4 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS</p> <p>Students with Disabilities: Grow at least 20 points to 97.1 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS</p> <p>Homeless: Maintain Green Level and grow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ADJUSTED 32.86% MET OR EXCEEDED STANDARDS</p> <p>Foster Youth: No performance color</p> <p>Socially Economically Disadvantaged: Green (12.2 points above standard) ADJUSTED 39.19% MET OR EXCEEDED STANDARDS</p>		<p>Foster Youth: No Data Available</p> <p>Low Income: Medium (7.4 points above standard) 56.2% Met or Exceeded Standards</p>		<p>15 points to 41 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS</p> <p>Foster Youth: No performance color</p> <p>Socially Economically Disadvantaged: Maintain Green Level and grow 12.8 points to 25 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS</p>
<p>California School Dashboard - Mathematics - Percentage of students who have met or exceeded standards</p>	<p>2018-2019</p> <p>All Students: Yellow (81.5 points below standard) ADJUSTED 39.73% MET OR EXCEEDED STANDARDS</p> <p>English Learners: Red (139.8 points below standard) ADJUSTED 12.58% MET OR EXCEEDED STANDARDS</p>	<p>2020-2021 (65% OF 11TH GRADERS TESTED)</p> <p>All Students: 23% Met or Exceeded Standards</p> <p>English Learners: 2% Met or Exceeded Standards</p> <p>Students with Disabilities: 2% Met or Exceeded Standards</p>	<p>2021-2022 (91.65% OF 11TH GRADERS TESTED)</p> <p>All Students: Low (89.3 points below standard)- 20.39% Met or Exceeded Standards</p> <p>English Learners: Very Low (142.9 points below standard) - 2.45% Met or Exceeded Standards</p>		<p>All Students: Grow at least 31.5 points to 50 points below standard. ADJUSTED 40% MEET OR EXCEED STANDARDS</p> <p>English Learners: Grow at least 39.8 points to 100 points below standard. ADJUSTED 13% MEET OR EXCEED STANDARDS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: Red (213.8 points below standard) ADJUSTED 12.61% MET OR EXCEEDED STANDARDS</p> <p>Hispanic: Yellow (86.1 points below standard) ADJUSTED 28.05% MET OR EXCEEDED STANDARDS</p> <p>Homeless: Yellow (98 points below standard) ADJUSTED 22.69% MET OR EXCEEDED STANDARDS</p> <p>Foster Youth: No performance color</p> <p>Socioeconomically Disadvantaged: Yellow (93.3 points below standard) ADJUSTED 27.48% MET OR EXCEEDED STANDARDS</p>	<p>Hispanic: 20.37% Met or Exceeded Standards</p> <p>Homeless: 15% Met or Exceeded Standards</p> <p>Foster Youth: No Data Available</p> <p>Low Income: 17% Met or Exceeded Standards</p>	<p>Students with Disabilities: Very Low (191.3 points below standard) - 1.37% Met or Exceeded Standards</p> <p>Homeless: Very Low (128.8 points below standard) - 4.35% Met or Exceeded Standards</p> <p>Foster Youth: No Data Available</p> <p>Low Income: Low (100.7 points below standard) - 16.5% Met or Exceeded Standards</p>		<p>Students with Disabilities: Grow at least 50 points to 163.8 points below standard. ADJUSTED 13% MEET OR EXCEED STANDARDS</p> <p>Hispanic: Grow at least 48 points to 50 points below standard. ADJUSTED 30% MEET OR EXCEED STANDARDS</p> <p>Foster Youth: No performance color</p> <p>SED: Grow at least 43.3 points to 50 points below standard. ADJUSTED 30% MEET OR EXCEED STANDARDS</p>
California School Dashboard - English	2018-2019	2020-2021 (84% of ELs TESTED) DATA	2021-2022		Decrease percentage of students who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner Progress Indicator - Percentage of students who increase or decrease by one level	<p>ELs Who Decreased at Least One ELPI Level: 17.5%</p> <p>ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2%</p> <p>ELs Who Maintained ELPI Level 4: 8.3%</p> <p>ELs Who Progressed at Least one ELPI Level: 42.8%</p> <p>ADJUSTED</p> <p>ALL ELS: LEVEL 4 WELL DEVELOPED - 16.4%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 37.77%</p> <p>ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 26.79%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 26.79%</p>	<p>FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV</p> <p>ALL ELS: LEVEL 4 WELL DEVELOPED - 20.58%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.80%</p> <p>ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 26.79%</p> <p>ELS WHO ARE EXPERIENCING HOMELESS NESS:</p>	<p>ELs Who Decreased at Least One ELPI Level: 18.1%</p> <p>ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 30.5%</p> <p>ELs Who Maintained ELPI Level 4: 7.7%</p> <p>ELs Who Progressed at Least one ELPI Level: 43.7%</p> <p>51.4% of ELs making progress toward English Language proficiency</p> <p>2021-2022 (95.6% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV</p> <p>ALL ELS: LEVEL 4 WELL DEVELOPED - 21.56%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 37.21%</p>		<p>decrease one level by 3% to 14.5% and increase the percentage of students who increased one ELPI level by 3% to 45.8%.</p> <p>ADJUSTED:</p> <p>ALL ELS: LEVEL 4 WELL DEVELOPED - 25%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 40%</p> <p>ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 10%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 30%</p> <p>ELS WHO ARE EXPERIENCING HOMELESS NESS:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELS WHO ARE EXPERIENCING HOMELESSNESS:</p> <p>LEVEL 4 WELL DEVELOPED - 26.47%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 32.35%</p> <p>ELS WHO ARE LOW INCOME:</p> <p>LEVEL 4 WELL DEVELOPED - 20.27%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.06%</p>	<p>LEVEL 4 WELL DEVELOPED - 26.47%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 32.35%</p> <p>ELS WHO ARE LOW INCOME:</p> <p>LEVEL 4 WELL DEVELOPED - 20.27%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.06%</p>	<p>ELS WITH DISABILITIES:</p> <p>LEVEL 4 WELL DEVELOPED - 5.71%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 28.10%</p> <p>ELS WHO ARE EXPERIENCING HOMELESSNESS:</p> <p>LEVEL 4 WELL DEVELOPED - 22.58%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 32.26%</p> <p>ELS WHO ARE LOW INCOME:</p> <p>LEVEL 4 WELL DEVELOPED - 22.08%</p>		<p>LEVEL 4 WELL DEVELOPED - 30%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 35%</p> <p>ELS WHO ARE LOW INCOME:</p> <p>LEVEL 4 WELL DEVELOPED - 25%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			LEVEL 3 MODERATELY DEVELOPED -36.9%		
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		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
Graduation Rate	2018-2019 All Students: Green 92.4% graduated Homeless: Orange 86.2% graduated Students with Disabilities: 90.7% graduated	2020-2021 FOUR YEAR COHORT GRADUATION RATE All Students: 84.3% graduated Students Experiencing Homelessness: 73.9% graduated	2021-2022 FOUR YEAR COHORT GRADUATION RATE All Students: 89.3% graduated (Medium) Students Experiencing Homelessness: 90.7% graduated (High)		All Students: Increase graduation rate to 95% Homeless: Increase graduation rate to 90% Students with Disabilities: Increase graduation rate to 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 83.3% graduated Foster Youth: 80% graduated Socioeconomically Disadvantaged: 88.1% graduated	Students with Disabilities: 82.8% graduated English Learners: 77.3% graduated Foster Youth: 69.2% graduated Low Income: 83% graduated	Students with Disabilities: 83% graduated (Medium) English Learners: 82.4 % graduated (Medium) Foster Youth: graduated (No Performance Level) Low Income: 88.9% graduated (Medium)		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		Increase the number of 12th grade completers by 5% to 77.5%.
Priority 7: Broad Course of Study: CTE Pathways - Number of pathways	CTE Pathways 2020-2021 Design, Visual and Media Arts	CTE Pathways 2021-2022 Design, Visual and Media Arts	CTE Pathways 2022-2023 Design, Visual and Media Arts		Add the following two pathways/sectors: Biomedical Sciences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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**	Residential and Commercial Construction Engineering Technology Information Support and Services Financial Services Public Safety Agricultural Business Mechanics Agriscience Animal Science Patient Care Food Services and Hospitality Hospitality, Tourism, and Recreation Biotechnology Personal Services		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%.		A-G completion rate of 37%
English learner reclassification rate	Ed Data for 19-20: 7.2%	Ed Data for 2020-2021: 8%	Ed Data for 21-22 is still pending		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		ADJUSTED: AP Test - 25% to 40% IB Test - 5% to 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			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		
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% Southwest High School: 68/448 = 15.18% Plus Desert Oasis High School: 0/52 = 0%	2020-2021 Central Union High School District: 13% Central Union High School: 9% Desert Oasis High School: 0% Southwest High School: 14%	2021-2022 Central Union High School District: 13.2% Hispanic - 12.3% White - 33.3% ELs - 4% SED - 10.7% SWD - 1.9% Homeless - 5.3%		Central Union High School District: 16% Central Union High School: 13% Southwest High School: 18% Plus Desert Oasis High School: 3%
Priority 7: Broad Course of Study -	ELs and Students with IEPS take a	2021-2022 Percentage of total	2022-2023 Percentage of total		Percentage of total number of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of sub-group population students enrolled in VAPA	mandatory support class that prevents them from taking electives, CTE courses, or VAPA Courses and they often represent less than 10% of the total.	<p>number of students enrolled in visual and performing arts courses:</p> <p>Students with IEPs: 5.7%</p> <p>ELs: 13.2%</p> <p>Foster Youth: 0.4%</p> <p>Homeless: 2.1%</p> <p>Migrant: 5.0%</p>	<p>number of students enrolled in visual and performing arts courses (2066, 2501, 2502, 2503, 2511):</p> <p>Students with IEPs: 3.47%</p> <p>ELs: 1.4%</p> <p>Foster Youth: 0%</p> <p>Homeless: 3.4%</p> <p>Migrant: 0.99%</p> <p>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.</p> <p>2022-2023 Percentage of total number of students enrolled in visual and performing arts courses:</p> <p>Students with IEPs: 160 students - 34.7%</p> <p>ELs: 225 students - 21.5%</p>		<p>enrolled in visual and performing arts courses:</p> <p>Students with IEPs: 10%</p> <p>ELs: 15%</p> <p>Foster Youth: 1%</p> <p>Homeless: 3%</p> <p>Migrant: 7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster Youth: 8 students - 34.8% Homeless: 37 students - 21% Migrant: 56 students - 9.2%		
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		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%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expanded and enhanced options in math and science	REVISED: Offer support and services to those students who are not at standards in math and science in order to close the gap to meeting standards with priority given to special populations of students. Offer additional math and classes to support students and enhance the offerings in the math and science department. CONDUCT QUARTERLY ASSESSMENTS TO DETERMINE THE EFFECTIVENESS OF THE ADDITIONAL SERVICES ON STUDENT ACADEMIC ACHIEVEMENT.	\$542,233.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ALSO INCLUDED WILL BE THE COST OF AGILE MINDS CURRICULUM SUPPORT STUDENT PROJECTS AND COMPETITIONS IN THE AREAS OF MATH AND SCIENCE		
1.2	Standards-aligned formative and summative assessments	REVISED: Continued support of teacher teams focused on curriculum and assessment; professional development to improve formative assessment practices; and materials for new teachers to assist with formative assessment strategies with a focus on targeting students who are not meeting standards and/or are not passing the course with a C or better. QUARTERLY ASSESSMENTS WILL BE ADMINISTERED BY DEPARTMENTS TO ENSURE THAT STUDENTS NOT MEETING STANDARDS ARE RECEIVING THE INTERVENTIONS NEEDED. Purchase Illuminate Education item bank for improved assessments and data analysis.	\$10,488.00	Yes
1.3	Tutoring	REVISED: Provide tutoring and support in a variety of formats and times (online, in-person, before, during and after school) for all students with a focus on vulnerable students in order to provide supports needed to be successful in all courses, particularly math and science. Provide tutoring to students in AVID during and after school. PROVIDE 24/7 ONLINE TUTORING IN ALL SUBJECT AREAS IN BOTH ENGLISH AND SPANISH. .	\$74,072.00	Yes
1.4	Expand CTE Offerings	REVISED: CONTINUE TO OFFER CTE course offerings in the Biomedical Sciences fund additional instructor. Continue pathways in Ag Mechanics in Agriculture and Natural Resources Sectors and Beauty & Barber in Personal Services pathway begun in 22-23. ALSO,	\$833,473.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>EXPAND OFFERINGS AND SKILL-BASED ACTIVITIES (Work-based learning opportunities) WITHIN COURSES TO INCREASE EXPOSURE TO INDUSTRY SECTOR SKILLS AND KNOWLEDGE. Consider addition of pathways pending facilities availability.</p> <p>FUNDS WILL BE ALLOCATED TO SUPPORT THE CREATION OF THE HEALTH RESOURCES CENTER AT SOUTHWEST HIGH SCHOOL</p>		
1.5	Credit Recovery	<ul style="list-style-type: none"> • Provide additional opportunities for students who have earned D/F grades to make up credits and/or improve GPA in order to meet graduation and a-g requirements. (Prioritize services for Low Income, Foster Youth, and ELs) • Offer online intervention offerings during the regular school year and during summer (through Edgenuity and/or Accellus). 	\$726,600.00	Yes
1.6	Intervention and Supports for Struggling Students	<p>REVISED- Implement the Reteach/Retake/Replace (RRR) strategy intervention during after-school, on Saturdays, or summer in English, math, and science in order to allow struggling students opportunities to relearn content and improve grades.</p> <ul style="list-style-type: none"> • Provide supplemental English, science, and math instruction on Saturdays. • Provide after school and Saturday transportation <p>Investigate and purchase a reading and/or writing improvement program for struggling students.</p> <p>Purchase Education Modified Resources for access of information regarding IEPs, 504s, and SSTs to assist teachers in easy access to plans and accommodations/modifications and better understanding of</p>	\$468,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student placement/needs.</p> <p>Add an MTSS Coordinator (COSA/TOSA) at each comprehensive site to assist with screening of students for additional supports based on need and creation/provision of intervention.</p>		
1.7	Increased Instructional Time to Provide Support and Services	<p>REVISED: Provide Social Emotional Learning, intervention, enrichment, and leadership opportunities during a 2nd period advisory AND THROUGHOUT THE DAY for all students with a focus on providing targeted support to vulnerable student groups SUCH AS STUDENTS WHO ARE FOSTER YOUTH, STUDENTS WHO ARE MEMBERS OF THE LGBTQ PLUS COMMUNITY, STUDENTS WHO ARE ENGLISH LEARNERS, STUDENTS WITH DISABILITIES, AND STUDENTS WHO ARE HOMELESS.</p> <p>Provide training opportunities for classified staff in the support needed both academically and social-emotionally.</p>	\$26,859.00	Yes
1.9	Expanded/Enhanced Counseling Services	<ul style="list-style-type: none"> • 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, maintain half-time COSA and additional half-time counseling position to support the unique needs of continuation/alternative students. • Provide needed materials for group counseling sessions • Offer extended counseling hours at the end of each semester to provide expanded opportunities for working parents to meet with counselors. • Professional development to continually improve counseling practices through a contract with Imperial County Office of 	\$466,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Education AND REGISTRATION AT COUNSELING CONFERENCES		
1.10	Intervention/Support for At-Risk 9th Grade Students	REVISED: Phoenix Rising High School: Offer a specialized program for reclassified 9th graders and other freshmen who fail to thrive at the comprehensive high schools. Coordinate a counseling plan of action and develop a marketing plan for helping stakeholders understand opportunities available for getting back on track rather than seeing programs as a punishment.	\$417,791.00	Yes
1.11	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.	\$2,098,228.00	Yes
1.12	Supplemental Media Services and Resources	1, Provide additional award winning, authentic literature and resource materials to all students to encourage reading and provide access to culturally rich and sensitive materials. 2. Provide students with additional technology needed to access course materials and lessons. (Chromebooks)	\$425,487.00	Yes
1.13	Master Scheduling Resources	Ensure equity in access to classes by contracting with Education Advanced, Cardonex, to assist us in creating a master schedule that offers all students opportunities for a Broad Course of Study.	\$30,000.00	Yes
1.14	Improve CTE Facilities	REVISED: Provide industry standard furniture and equipment needed TO upgradE and/or ADD industry standard equipment TO	\$1,628,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ALLOW GREATER ACCESS TO VULNERABLE POPULATIONS AND PROVIDE TRAINING IN CAREER RELATED SKILLS.		
1.15	Improved Library Resources and Access	Provide a welcoming environment in which students will be able to engage with current and authentic literature including flexible seating and lighting. Repurpose the library at Central to provide areas for group projects, study sessions, and parent meetings. Provide extended library hours for all students by staffing each library with a part-time certificated librarian and library clerk.	\$2,061,642.00	Yes
1.16	College Articulated and Dual Enrollment Courses	Provide opportunities for students to engage in articulated and dual enrollment courses through Imperial Valley College. Provide participating teachers the opportunity to collaborate with their college peers and to utilize supplementary college-level material in their courses. Provide opportunities for students to take a college course on campus through dual enrollment.	\$140,120.00	Yes
1.17	Rigorous Curricular Offerings	<p>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 AP/IP testing fee waivers for students.</p> <p>Pay for AP/IB exam fees for all students.</p> <p>Offer the AVID Program to prepare students for success in high school, college, and a career, especially underrepresented students. This includes AVID classes at CUHS, SHS, and DOHS, membership in AVID, and professional development for all staff in AVID.</p>	\$1,370,822.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	College and Career Readiness	<p>Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills beginning in 9th grade.</p> <p>-Offer the Success 101 course (Get Focused) at grade 9</p> <ul style="list-style-type: none"> * Provide Career Choices Instructional Materials - * Provide time for curriculum planning * Offer opportunities for staff to participate in GFSF professional development * Offer field trip opportunities to IVC & SDSU-IV for grade 9/10 students * Offer opportunity for students to attend CTE, transitional/career fairs at local college. * Offer opportunity for other college field trips. * Incentives for CTE completion and a-g completion. *Career Fair resources at sites. 	\$168,270.00	Yes
1.19	Instructional Program Improvement Support	<p>Provide teacher/parent/student support for instructional program improvement initiatives.</p> <ul style="list-style-type: none"> * Maintain Program Improvement Resource Teacher (PIRT) positions at SHS & CUHS * Maintain part--time release (Teacher on Special Assignment) position to support intervention and school improvement initiatives at DOHS. *Incentives for student academic growth and improvement. 	\$298,945.00	Yes

Goal Analysis [2022-23]

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.

Action 1.1 has been partially implemented. Successes include implementation of Agile Minds at Central Union, availability of a MESA class for more hands-on science and math experiences, opportunities for math and science competitions for students, etc.

Action 1.2 has been partially implemented. Successes include the utilization of DnA for retrieval of data from common assessments for analysis purposes. Some teachers at sites are working toward creating interventions based on assessment and achievement data to more fully support students based on identified needs. A challenge in this area has been that while departments and content teams have common assessments in place and are administering these exams, we are working toward really letting data drive our instruction. COVID and distance learning have increased the gaps in students' skills in both math and science. While we had planned for staff to work on this goal after school at the hourly rate, there was little to no interest in the additional work/time. Additionally, based on educational partner input (particularly from unduplicated populations), we recognize the need to more fully utilize instructional minutes rather than only offering interventions after school and are working to address intentionality in the classroom. Moving forward, we will get subs and pull teachers out of classrooms to work on these assessments and better utilize Collaborative Wednesday time and Curriculum and Assessment meeting times.

Action 1.3 has been fully implemented. Successes include the availability of 24/7 online tutoring and the offering of interventions/tutoring after school by some teachers. A challenge in this area included the familiarity with the online program and the timeliness of the response of those online tutors. Additionally, only a few teachers were willing or available to work after school to offer interventions/tutoring so much of the allotted dollars for hourly pay were not utilized.

Action 1.4 was partially implemented. Successes include the hiring of a new biomedical tech teacher at Central, an Agriculture Mechanics teacher at Southwest, and the addition of a pathway at Desert Oasis with the hiring of a teacher in Beauty & Barber. Materials and supplies have been purchased to support the implementation of these pathways, but not to the extent that we had hoped. A challenge has been that we have several District projects in the works and the architectural schematics for Beauty & Barber facility improvements have not been completed. Supplies and equipment, however, have been ordered and are being utilized in the classroom. A plumbing project is in the works to ensure that the class will have access to water for washing purposes by the start of the 23-24 school year. Work-based learning opportunities continue to be investigated to increase exposure to industry sector knowledge and skills in all of our pathways.

Action 1.5 was fully implemented. Successes include multiple opportunities for students to recover credits from failed courses and gain knowledge and skills that were not learned during initial learning opportunities through the use of Edgenuity and Acellus courses. Online intervention courses were offered during the school day and after school. Students were afforded opportunities on Saturdays as well and many students have been able to make up credits, improve GPAs, and/or get back on track with graduation and/or a-g status.

Action 1.6 was partially implemented. Successes included the execution of At-Promise House in taking our most vulnerable population of students (particularly those that struggled during distance learning) and providing them with an opportunity to be in a smaller setting on a comprehensive site with additional supports (smaller classes, instructional assistants, a counselor and administrator) assigned to the "school within a school" for intensive counseling and frequent check-ins, etc. Additionally, some Reteach, Retake, Replace sessions took place where students were offered the opportunity for more immediate intervention and grade recovery to ensure that students would get more immediate help and not need to retake classes during the summer or next school year. A challenge in this area was the availability of staff to identify students in need of the service and the availability of staff to stay after hours. We also recognize the need for more Instructional Assistants and/or tutors in some of our classrooms to better support students.

Action 1.7 was partially implemented. Successes include the implementation of Character Strong into the At Promise House program where monitoring and addressing SEL needs was very important to the success of students in overcoming the gaps in students' credits and other educational needs. SEL Coordinators on each site worked to develop activities, presentations, quotes of the day, etc. that were shared with teachers to be utilized during Advisory. These resources, however, were voluntary and not utilized by all teachers. A system for monitoring Advisory and its activities is necessary. Advisory is currently an item that CUHSD is working to streamline. Currently, the Advisory Committee is meeting to discuss next steps. Administration will monitor Advisory more closely utilizing the recommendations of the Committee.

Action 1.8 is not an action in the LCAP. We incorrectly numbers when the LCAP was developed.

Action 1.9 was partially implemented. A COSA on each comprehensive campus and a part-time COSA at DOHS are available and working with our most at-risk students supporting needs as they arise. A separate .5 counselor at Phoenix Rising has not been hired for 23-24 and will not be as numbers at this school have been low. If numbers increase at PRHS, this may be revisited. Additional counselors will be hired at the comprehensive sites (through a-g Block Grant dollars) to reduce student ratios and increase the ability to improve counseling services per student and improve college going rates. Some group sessions are occurring on campuses but not at the rate that we had hoped. Again, availability of personnel after school and willingness of students to attend activities after school has been low. We will work to investigate opportunities in a time slot other than after school. Some extended counseling services have taken place after school but not as much as we had planned; we will create a strategic plan for implementation for 23-24. Professional development for our counselors has been offered and utilized.

Action 1.10 was fully implemented, but student numbers were low. At Promise House actually competed with PRHS, and parents elected to leave their students at the comprehensive site rather than move their student to a new campus. At Promise House is being removed in the 23-24 school year, and we plan to create a marketing campaign for both PRHS and DOHS to help our community see these schools as opportunities rather than punishment. Through these campaign and scheduled meetings, presentations, etc., we hope to increase numbers and students' achievement levels through an ability to provide more one-on-one time in a smaller atmosphere.

Action 1.11 was fully implemented. A team of EL professionals is currently fully staffed and working with our English Learners to ensure students are placed appropriately and are finding success on our campuses. Meetings are held with students to discuss areas of concern and to counsel through services/programs available for support. Staff is also working with teachers through training opportunities to better understand integrated and designated support in classes. New teachers who have not received explicit training in EL strategies through their credentialing program have participated in a Learning Cycle around EL strategies through the ELlevation program. More professional learning and interactive cycles will occur in the 23-24 school year through an EL strand of professional learning.

Action 1.12 was fully implemented. Authentic, diverse literature was purchased for the library for student access. In the 23-24 school year, Ethnic Studies curriculum and materials will be purchased as we pilot an Ethnic Studies class in preparation for the state's graduation requirement. Chromebooks have also been purchased to continue our 1:1 initiative. A cycle for replenishing our Chromebooks has been created and a team of IT professionals assist us in collection and distribution of these devices.

Action 1.13 was fully implemented. Cardonex has been instrumental in assisting administrators in finding conflicts in the Master Schedule to ensure that students, especially our unduplicated population students, have access to all courses and are able to access classes desired or needed for graduation and preparation for College and Career opportunities. The program also assists us in planning for staffing based on student course requests to best meet student needs.

Action 1.14 was partially implemented. Much planning has taken place this year in work through engineers and contractors. The Health Science - Tech 2 classroom will be renovated to simulate a clinic for use by all pathways within the Patient Care pathway. This room, however, is still in the planning phase and construction should begin this summer. Once the project is set in motion, the technology needed for this room will also be ordered. The Barber and Beauty plumbing project is also in the planning phase; it just went out to bid. This project will allow for the use of sinks and hair washing stations, etc. Other projects are also in the works. Equipment for our pathways is provided as needed. We are always looking for ways to expose our students to careers in high demand in our areas and improving our offerings both in and out of the classroom to best prepare students for the future that they envision.

Action 1.15 was partially implemented. Library materials were purchased, but the renovating/repurposing of the library to make it more user friendly and technologically appropriate is still in the planning stages. Engineering schematics are in the works. With many changes in personnel, a library clerk was not in place until midyear. The library clerk, however, is now rotating with the librarian in ensuring coverage in the library at our comprehensive sites.

Action 1.16 was fully implemented but can be further improved through the continued articulation process with IVC. In CTE pathways where IVC cannot support us (i.e. Dental Assistant, Beauty and Barber, and Culinary Arts), we will be looking to articulate or partner with other agencies. This process has already begun. Additionally, we will be investigating opportunities to offer Dual Enrollment classes during the school day utilizing some of our own staff. That being said, a CCAP agreement is in place with IVC, and we are collaborating to ensure that our students have access to courses to get them ahead in their postsecondary journey. Guidance Support Specialists and counselors are guiding students through the process and books and other materials are being purchased.

Action 1.17 was partially implemented. A wide range of AP and IB classes are offered throughout the District. Professional learning opportunities are available for teachers to participate in. Students do very well in some of our AP/IB classes. For instance, in Environmental Science, 100% of students who took the exam scored a 3 or higher. In Spanish Language, 95% scored a 3 or higher. In Spanish Literature, 91% scored a 3 or higher, and in English Literature, 72% scored a 3 or higher. However, there is great work to be done in other subjects to better prepare teachers for instruction and students for the exam. For example, in US History, only 8% of students scored a 3 or higher. To ensure that the cost of the exam was not a deterrent to taking the exam, CUHSD supported students through reduced exam fees. In 2023-24, all exams will be paid for by the District to ensure that all students are able to take the exams without any worry. This will be particularly helpful for students whose families are on the bubble for family income and/or those who are not able to provide verification of income. We will also analyze data more carefully and ensure that AP/IB resources are used with more fidelity. Additionally, the AVID program is supported throughout the District to ensure that we are supporting students who are first generation college going students and/or who need an extra push to be college ready. Several teachers and administrators attended AVID training in the summer of 2022 and some will attend in the summer of 2023.

Action 1.18 was partially implemented. Get Focused Stay Focused curriculum has been provided to assist us in college/career readiness efforts. Get Focused is utilized in Success 101, a class for freshmen to assist them in planning backward to a future of their choice. Careers are researched. Colleges and available majors are researched. Lifestyles are analyzed. And, ultimately, a 10 year plan is created based on choices that students will need to make to obtain the lifestyle of their choice. We have struggled with the implementation of Stay Focused, which are follow up modules to the freshman year curriculum. We have tried to implement the program into Advisory, and in the last year, we have tried implementation in Social Science courses in the 10th and 11th grades and in ERWC in the 12th grade. Implementation has not taken place fully and needs reconsideration for effectiveness. Some college field trips and career fair attendance opportunities have occurred. Now that COVID restrictions have relaxed, we will work to ensure that all students have access to opportunities to tour both IVC and SDSU, IVC at a minimum to ensure that students know about local postsecondary options.

Action 1.19 was fully implemented. Program Improvement Teachers have analyzed data and assisted site administration in making decisions to improve site trainings, initiatives, and student achievement improvement efforts. Expanding the Instructional team is an item of discussion to more fully support our teachers particularly in the areas of special population support and intervention new teacher support, and the District initiatives of Teacher Clarity and relationship building in 2023-24.

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.

Overtime hours were not fully utilized in many of the actions as proposed due to unavailability of staff after hours to the extent that we had planned (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.11, 1.12, 1.16, 1.17, 1.18).

Low enrollment at Phoenix Rising (as a result of implementation of At-Promise House) contributed to the dollars not being fully expended in Action 1.10; extra period assignments were not needed.

Action 1.13 was overbudgeted; this action was fully implemented.

Many projects did not come to fruition due to the amount of time the planning process is taking with outside agencies (Action 1.14 and 1.15). Projects that we started talking about at the beginning of the year have just recently gone to bid and/or have plan drafts shared with us. We will continue these projects into the next school year. Availability of some supplies has also been an issue.

An explanation of how effective the specific actions were in making progress toward the goal.

Graduation rates are on the rise. Comfort back on campus is more widespread and motivation/engagement of all educational partners is on the rise.

Goal 1, Actions 12, 13, and 19 were found to be the most effective actions for this goal. Action 12 was very successful in that we were able to add authentic literature to all libraries in both print and digital formats. Action 13 was effective in that we were able to create a master schedule that allowed us to maximize our resources and provide more options for students. Action 19 was effective in that we were able to provide support services to our most needy students and families through School Site Council, SPSA, and support provided to teachers in implementing state standards.

Goal 1 Action 1: We have expanded and enhanced options in math and science which was effective in creating a broader course of study for students in both general education and CTE programs in both departments. However, the effectiveness on closing the gap was not evident in the metrics. Realistically though, both students and staff have been working through the chaos caused by distance learning, finding a sense of normalcy, and determining how to function and modify past practices to meet the new needs. CUHSD showed only 20.39% of students meeting or exceeding standards in mathematics, and only 1.37% meeting or exceeding for the students with disabilities and 2.45 for students who are learning English. Also, in the first semester of the 22-23 school year, 1132 students had a D or an F in math which will have an impact on the A-G completion rate. Failing rates in bilingual and SB classes are higher than in mainstream classes (for example, 21.68% of students enrolled in a regular Algebra 1 class had a D or F; whereas, in SB classes, 31.98% of students had a D or F and in bilingual classes, 22.7% of students had a D or F).

Goal 1 Action 2: Standards-aligned formative and summative assessments had an impact in content areas who used common assessments such as English and Science. Not all departments utilize common assessments and it is a District-wide goal to utilize a common assessment platform for all content areas. Due to changes in what students are coming in with due to COVID limitations, staff are working to revise expectations and, therefore, curriculum and instruction to better meet students' needs. Through Teacher Clarity in 23-24, we will work collaboratively to strengthen formative and summative assessments to help us better drive instruction and meet student needs.

The English CAASPP Metric showed growth from the baseline with all student groups except students with disabilities. Students with disabilities showed an increase from 21-22 to 22-23 with a 3.34% boost, but, from baseline data, they show a decrease of about 3%. There continues to be a very slight increase in scores for the All Student group growing .52% in 22-23 from the previous year's scores and showing a 12.51% increase from baseline data. In 22-23, EL students increased 4.16% and Low Income students increased 1.2% in 21-22. Homeless student group decreased 17% in 22-23. Goal 1 Actions 3, 5, 6, are all centered around intervention and support. These actions are effective in that, when surveyed, both students and parents stated that tutoring and support services are available and provide support to students. Many students admitted to not taking advantage of the services offered for various reasons. While we have services available to support students, these supports need to be revisited to meet students where they are. Both parents and students have requested interventions that are immediate and part of the school day. To improve our successes in this area, we are committed to Teacher Clarity, improved interventions, and improved relationships/connections.

Goal 1 Actions 4 and 14 are centered around offering a well-balanced and effective CTE program. Programs have been improved and upgraded industry standard equipment has been supplied for all programs. Biotechnology and Engineering and Technology were added in 21-22 and both programs include up-to-date and often above industry standard equipment. Ag Mechanics and Beauty and Barber have been added in 22-23. The Cadet program will begin in 23-24. This will be shown in the metric regarding college and career readiness rates

and CTE completion rates once the state begins to track this data again. Again, COVID hampered students' ability to experience and actively participate in hands-on activities during COVID which impacted students' engagement and completion of coursework.

Goal 1 Action 1.7 was semi-effective in the At-Promise House where Character Strong and Capturing Kids' Hearts were piloted. Morale and a sense of belonging increased as demonstrated through conversations with students as well as grades. Students enrolled in At-Promise House were students who struggled through Distance Learning and/or were socially promoted students from the 8th grade. In math and science, where grades are of high concern throughout the District, At-Promise students' grade were aligned to their counterparts. Second semester grades showed that approximately 41% of students failed science and 38% of students failed math. The majority of students enrolled in these courses passed these classes with a grade of D or better.

Goal 1 Actions 9 and 10 are supports for at-risk, or at-promise, students in the area of counseling services and specialized instruction. The narrative data from student focus groups shows that the support provided by the Counselors on Special Assignment and the staff at Phoenix Rising are creating environments where students feel safe, supported, and belong. This feeling of belonging is breeding success that will carry these students to graduation within 4 years.

Goal 1 Action 11: Targeted Support Services for English Learners directly impacted the number of students who scored Well Developed and Moderately Developed on the ELPAC increased by 11.4%.

Goal 1 Action 15: Improved Library Resources and Access was directly impacted by delays in construction of the new STEM building and other district projects as far as renovations go. However, books and other resources have been purchased to entice students into the library and continue to increase skills.

Goal 1 Action 16, 17, and 18: Articulated and Dual Enrollment Courses have increased this school year. This will impact the College and Career Readiness Indicator once it is again implemented. Also, the rigorous course of study and college and career readiness will also impact those metrics. Currently, there has been a great increase in the percentage of AP and IB exam passage rate with a 14% increase in AP exam passage scores and a 31.9% increase in the passage rate on IB exams.

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.

In our 2023-2024 LCAP, there will be no change to the goal, actions, or desired outcomes. Changes will occur in the areas of allocations within these actions. For example, rather than depending on current staff availability after hours, we plan to hire additional staff to support students as instructional aides and tutors in high need areas like math (1.3). Also, instead of depending on staff to stay after hours for professional learning and/or collaboration, we will release teachers during the day and provide substitutes to ensure that we are analyzing data and using that data to drive instruction and intervention (1.2, 1.6). We will hire additional staff in other areas; for example, we will hire two MTSS Specialists to work specifically in the areas of identifying student needs, creating and/or maintaining interventions to support these needs, and matching students with interventions for increased services, support, and achievement (1.6). Our plan to accomplish our goal of

increased academic achievement, particularly for our SED, FY, and EL students, will be through intentionally budgeting dollars in areas where we can expend them more fully. Also, with metrics, College and Career Readiness is not being reported on the Dashboard due to COVID, so this metric has been changed. The metric for Broad Course of Study with regard to subgroup population students enrolled in VAPA has also been adjusted to include all VAPA courses rather than just a select few. A metric was added to gauge student perception about school being boring and/or a waste of time as measured on the CHKS.

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 by using instructional strategies that support all learners, but especially English learners, students with exceptional needs, foster youth, and students who are homeless. In order to effectively implement state standards and engage students, instructional technology will be a tool for instruction.

An explanation of why the LEA has developed this goal.

During the 2020-2021 school year, the District engaged in the Differentiated Assistance process with Imperial County Office of Education. During this process, it was found that a root cause of lack of success by English learners and students with disabilities was a need for increased use of strategies for access to core curriculum and language development, and also 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 was also noted that time was needed for departments to collaborate on updating course outlines to incorporate technology and adherence to the Common Core State Standards.

To achieve this goal, we will be implementing the following actions:
PROFESSIONAL DEVELOPMENT AND COLLABORATION: Actions 2.2, 2.3, 2.7, 2.8 will focus time and funding for professional development in a broad range of areas that meet the needs of vulnerable populations at CUHSD. For example classroom management, youth mental health and suicide prevention, special education, LGBTQ+ laws and supports, laws regarding students who are homeless, and students who are foster youth. These actions will also provide paid time for teachers to meet together by, and across, departments and collaborate on data analysis, creating assessments, and the needs of students who are foster youth, English Learners, and low income. Action 2.5 will focus specifically on teachers new to the district. It will provide opportunities for new teachers to meet together and discuss topics that will support their learning and the learning of the students.

PROFESSIONAL DEVELOPMENT AND COLLABORATION SPECIFICALLY FOR STUDENTS LEARNING ENGLISH: Actions 2.4 and 2.9 will focus time and funding for professional development specifically for students learning English. These actions will also provide paid time for teachers to meet together by, and across, departments and collaborate on data analysis, creating assessments, and the needs of students who are English Learners.

ACCESS TO TECHNOLOGY AND INTERNET: Actions 2.1 and 2.6 will allow the district to continue to provide access to technology for students as well as provide upgrade technology to teachers and the professional development to support using technology as a teaching tool.

Through the implementation of these actions, we anticipate that we will improve student CAASPP scores in mathematics, 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 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 exceptional needs, foster youth, and English Learners.

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	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		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
		<p>prompt, "My teachers use technology that helps me learn," 95% responded Agree or Strongly Agree</p> <p>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.</p>	<p>prompt: "The school(s) provide(s) instructional technology for students to enhance learning," 94.75% responded Agree or Strongly Agree.</p> <p>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.</p>		
Staff Development Survey (Impact Score on 1-10 scale) - Percent of staff who feel that "The school effectively supports professional development to	2020-2021 5.98	2021-2022 Of those teachers who responded to the prompt, "The school effectively supports professional development to facilitate each	2022-2023 Of the 82 certificated staff members who responded to the prompt, "The school effectively supports professional development to		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
facilitate each students achieving the academic standards."		students achieving the academic standards," 73% responded Agree or Strongly Agree. This would equate to a rating of 7.3.	facilitate each students achieving the academic standards," 86.3% responded Agree or Strongly Agree. This would equate to a rating of 8.6.		
California School Dashboard - English Learner Progress Indicator - Percent of students who increase or decrease levels	<p>2018-2019</p> <p>ELs Who Decreased at Least One ELPI Level: 17.5%</p> <p>ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2%</p> <p>ELs Who Maintained ELPI Level 4: 8.3%</p> <p>ELs Who Progressed at Least one ELPI Level: 42.8%</p> <p>2018-2019</p> <p>ELs Who Decreased at Least One ELPI Level: 17.5%</p> <p>ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2%</p> <p>ELs Who Maintained ELPI Level 4: 8.3%</p>	<p>2020-2021 (84% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV</p> <p>ALL ELS:</p> <p>LEVEL 4 WELL DEVELOPED - 20.58%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.80%</p> <p>ELS WITH DISABILITIES:</p> <p>LEVEL 4 WELL DEVELOPED - 5.36%</p>	<p>2021-2022 (95.6% of ELs TESTED) DATA FROM THE CAASPP REPORTING WEBSITE CAASPP-ELPAC.CDE.CA.GOV</p> <p>ALL ELS:</p> <p>LEVEL 4 WELL DEVELOPED - 21.56%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 37.21%</p> <p>ELS WITH DISABILITIES:</p> <p>LEVEL 4 WELL DEVELOPED - 5.71%</p>		<p>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%.</p> <p>ADJUSTED:</p> <p>ALL ELS:</p> <p>LEVEL 4 WELL DEVELOPED - 25%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 40%</p> <p>ELS WITH DISABILITIES:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELs Who Progressed at Least one ELPI Level: 42.8%</p> <p>ADJUSTED</p> <p>ALL ELS: LEVEL 4 WELL DEVELOPED - 16.4%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 37.77%</p> <p>ELS WITH DISABILITIES: LEVEL 4 WELL DEVELOPED - 5.36%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 26.79%</p> <p>ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 26.47%</p>	<p>LEVEL 3 MODERATELY DEVELOPED - 26.79%</p> <p>ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 26.47%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 32.35%</p> <p>ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 20.27%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.06%</p>	<p>LEVEL 3 MODERATELY DEVELOPED - 28.10%</p> <p>ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 22.58%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 32.26%</p> <p>ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 22.08%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.9%</p>		<p>LEVEL 4 WELL DEVELOPED - 10%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 30%</p> <p>ELS WHO ARE EXPERIENCING HOMELESS NESS: LEVEL 4 WELL DEVELOPED - 30%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 35%</p> <p>ELS WHO ARE LOW INCOME: LEVEL 4 WELL DEVELOPED - 25%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 40%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>LEVEL 3 MODERATELY DEVELOPED - 32.35%</p> <p>ELS WHO ARE LOW INCOME:</p> <p>LEVEL 4 WELL DEVELOPED - 20.27%</p> <p>LEVEL 3 MODERATELY DEVELOPED - 36.06%</p>				
California School Dashboard - English Language Arts - Percent of students who meet or exceed standard	<p>2018-2019</p> <p>All Students: Green (21.8 points above standard) ADJUSTED 49.01% MET OR EXCEEDED STANDARDS</p> <p>English Learners: Red (48.4 points below Standard) ADJUSTED 12.81% MET OR EXCEEDED STANDARDS</p> <p>Students with Disabilities: Red</p>	<p>2020-2021 (70% OF 11TH GRADERS TESTED)</p> <p>All Students: 62% Met or Exceeded Standards</p> <p>English Learners: 11% Met or Exceeded Standards</p> <p>Students with Disabilities: 10% Met or Exceeded Standards</p>	<p>2021-2022 (91.99% OF 11TH GRADERS TESTED)</p> <p>All Students: Medium (24.5 points above standard) 62.52% Met or Exceeded Standards</p> <p>English Learners: Low (44.8 points below standard) 15.16% Met or Exceeded Standards</p>		<p>All Students: Maintain Green Level and grow 15.2 points above standard to 37 points above standard) ADJUSTED 75% MEET OR EXCEED STANDARDS</p> <p>English Learners: Grow at 20 points to 28.4 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(117.1 points below standard) ADJUSTED 16.35% MET OR EXCEEDED STANDARDS</p> <p>Homeless: Green (26 points above standard) ADJUSTED 32.86% MET OR EXCEEDED STANDARDS</p> <p>Foster Youth: No performance color</p> <p>Socially Economically Disadvantaged: Green (12.2 points above standard) ADJUSTED 39.19% MET OR EXCEEDED STANDARDS</p>	<p>Homeless: 53% Met or Exceeded Standards</p> <p>Foster Youth: No Data Available</p> <p>Low Income: 55% Met or Exceeded Standards</p>	<p>Students with Disabilities: Very Low (90.1 points below standard) 13.34% Met or Exceeded Standards</p> <p>Homeless: Low (25.4 points below standard) 36% Met or Exceeded Standards</p> <p>Foster Youth: No Data Available</p> <p>Low Income: Medium (7.4 points above standard) 56.2% Met or Exceeded Standards</p>		<p>Students with Disabilities: Grow at least 20 points to 97.1 points below standard. ADJUSTED 20% MEET OR EXCEED STANDARDS</p> <p>Homeless: Maintain Green Level and grow 15 points to 41 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS</p> <p>Foster Youth: No performance color</p> <p>Socially Economically Disadvantaged: Maintain Green Level and grow 12.8 points to 25 points above standard. ADJUSTED 65% MEET OR EXCEED STANDARDS</p>
California School Dashboard - Math - Percent of students who meet or exceed standard	2018-2019 All Students: Yellow (81.5 points below standard)	2020-2021 (65% OF 11TH GRADERS TESTED)	2021-2022 (91.65% OF 11TH GRADERS TESTED)		All Students: Grow at least 31.5 points to 50 points below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ADJUSTED 39.73% MET OR EXCEEDED STANDARDS	All Students: 23% Met or Exceeded Standards	All Students: Low (89.3 points below standard)- 20.39% Met or Exceeded Standards		ADJUSTED 40% MEET OR EXCEED STANDARDS
	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: Grow at least 39.8 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: 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		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 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		SED: Grow at least 43.3 points to 50 points below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: Yellow (93.3 points below standard) ADJUSTED 27.48% MET OR EXCEEDED STANDARDS				ADJUSTED 30% MEET OR EXCEED STANDARDS
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 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 ELD (Aligned to ELA Standards) - 3 Initial Implementation Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation	2021-2022 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 ELD (Aligned to ELA Standards) - 4 Full Implementation Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation	2022-2023 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 ELD (Aligned to ELA Standards) - 3 Initial Implementation Mathematics - Common Core State Standards for Mathematics - 3 Initial Implementation		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 ELD (Aligned to ELA Standards) - 4 Full Implementation Mathematics - Common Core State Standards for Mathematics - 4 Full Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Next Generation Science Standards - 3 Initial Implementation History - Social Science - 2 Beginning Development	Next Generation Science Standards - 3 Initial Implementation History - Social Science - 4 Full Implementation	Next Generation Science Standards - 3 Initial Implementation History - Social Science - 3 Initial Implementation		Next Generation Science Standards - 4 Full Implementation History - Social Science - 3 Initial Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology and Internet	REVISED: Continue to increase student access to instructional technology - CUHSD is a 1:1 district offering all students enrolled in District access to both a device and internet through Borderlink. CUHSD will also DISTRIBUTE CHROMEBOOKS BEFORE SCHOOL STARTS TO INCOMING FRESHMAN AND ALL NEW SENIORS, AND COLLECT CHROMEBOOKS FROM OUTGOING SENIORS AT THE END OF THE SCHOOL YEAR. STAFF WILL PROVIDE REPAIRS TO CHROMEBOOKS WHEN POSSIBLE AND ASSIST PARENTS WITH INSURANCE. Provide technological support and applications to teachers who are utilizing technology as a learning tool for students in the classroom. ALSO, THE IT DEPARTMENT WILL PROVIDE DIRECT MOBILE TECHNICAL SERVICES TO ALL STUDENTS AND TEACHERS USING A VEHICLE EQUIPPED FOR MOBILE SERVICES.	\$449,230.00	Yes
2.2	Professional Development	REVISED: Provide PD for teachers, counselors, CLASSIFIED STAFF, and administrators on research-based effective instructional strategies AND SUPPORTS THAT WILL FACILITATE EACH STUDENT ACHIEVING ACADEMIC STANDARDS IN A SAFE AND	\$159,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>INCLUSIVE ENVIRONMENT. The topics include, but are not limited to:</p> <ul style="list-style-type: none"> * Instructional Technology * ELA/ELD Training * Math Instructional Strategies *ASSESSMENT SYSTEMS AND DATA ANALYSIS * College Readiness * CAASPP * Using Data * Learning Walks * Lesson Studies * AVID Summer Institute (Up to 40 participants) * AP/IB * Classroom Management * Blended Learning * Google Classroom * ASCA Standards and Behaviors for Counselors * Youth Mental Health First Aid * Career Technical Education * Special Education *LGBTQ+ SUPPORTS, LAWS, AND HISTORY *ACCOMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE ON AN IEP OR 504 IN THE GENERAL EDUCATION SETTING *SUPPORTS AND LAWS REGARDING FOSTER YOUTH *Teacher Clarity *Relationship Building <p>Provide pull-out time and/or hourly pay for teachers to learn new strategies, collaborate with colleagues, and implement district/site initiatives to increase student achievement, belonging, and overall wellbeing.</p>		
2.3	Instructional Support Team	REVISED: Provide ongoing school site professional development, peer coaching, and curriculum development support.	\$792,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* Maintain three Instructional Coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology.</p> <p>* Add a fourth instructional coach position to focus on CTE/College and Career/Get Focused Stay Focused</p> <p>*Data analyst will provide data that is timely and relevant in order to facilitate department and site team meetings and to support data driven decision making.</p> <p>**SPECIFIC SUPPORT FOR TEACHERS WHO TEACH STUDENTS WHO ARE LOW-INCOME, FOSTER YOUTH, STUDENTS WITH DISABILITIES, EXPERIENCING HOMELESS WITH A FOCUS ON SUPPORTS, ACCOMMODATIONS, MODIFICATIONS, AND RESEARCH-BASED INSTRUCTIONAL STRATEGIES.</p>		
2.4	Differentiated Instruction for English Learners	Support teachers who teach any and all language acquisition classes. Provide staff with professional development in including ELD strategies in an integrated model and provide supplemental materials for use in accessing the core content such as Splashtop, Teachers will provide support to core content teachers in the integrated ELD model, but sharing best strategies in cross department collaboration. Rosetta Stone, Newsela, etc. Students will be provided the opportunity to attend an Algebra program during summer programs.	\$119,269.00	Yes
2.5	Improve New Teacher Orientation and Onboarding	Provide opportunities for new teachers to meet with the instructional support team to provide support needed improve knowledge of District programs and curriculum and support with instructional technology, with a focus on instructional strategies to support special populations. New teachers will be provided the opportunity to participate in the Induction Program offered by Imperial County Office of Education and will be supported by a current staff member serving in the support teacher role.	\$114,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Ed Tech Academy	Support for teachers who attend the Summer Learning Series by offering mentoring and support throughout the year to share best practices and learn new strategies. Strategies and techniques will include strategies for assisting special populations.	\$28,339.00	Yes
2.7	Cross Department Collaboration	REVISED: 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. THESE MEETINGS WILL FOCUS ON CONNECTIONS BETWEEN DEPARTMENTS AND THE STUDENT NEEDS TO BE SUCCESSFUL IN A SAFE AND INCLUSIVE ENVIRONMENT.	\$24,678.00	Yes
2.8	Curriculum Development	Provide time for teachers to continue work on updating course outlines to incorporate state standards. * Continue to evaluate and refine state standards and NGSS aligned curricula. * Provide collaboration time during summer or after-school for teacher teams to work on curriculum guides, assessments and instructional units (number or participants and hours to be determined).	\$40,372.00	Yes
2.9	Cross Collaboration to Support English Learners	Align curriculum to ELD standards, refine support class curriculum and evaluate new supplemental materials for purchase as needed. * EL materials: Purchase and implement the use of supplemental and core materials to support ELD, SEI, and content area bilingual courses. * Provide compensated time during summer and/or weekends for EL program teacher teams to work on curriculum guides, assessments	\$10,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and instructional units and to focus on language acquisition programs both in the designated and integrated models.		

Goal Analysis [2022-23]

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.

Action 2.1 was 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.

Action 2.2 was partially implemented. While many PD opportunities were available to staff, more needs to be done to ensure that PD participation is more strategic in helping us meet both our goals and identified areas of need. As a result of educational partner feedback, we are investing heavily in Teacher Clarity, relationship building/trust, and intervention.

Action 2.3 was fully implemented. Instructional coaches served teachers districtwide in instructional strategies and in understanding/utilization of District processes, procedures, programs, etc. New teachers received trainings and monthly meetings were held to ensure new teachers were supported and questions were answered. An Ed Tech Academy was held as well as other technological trainings to improve upon instruction through utilization of both devices and program/apps. Possible restructuring of this team is being investigated to better ensure that their time is spent in areas of need as identified through program improvement processes, data analysis, etc.

Action 2.4 was partially implemented. CUHSD contracted with ICOE to deliver professional development in the area of Integrated and Designated ELD support. This training took place during collaborative Wednesdays. More needs to be done to support teachers through the implementation process. While learning has occurred, we need to invest time and energy into observations of and coaching in the implementation of learning. Additionally, teachers have received log ins and a brief overview of Ellevation, a program designed to assist teachers in identifying strategies to be used to support students through learning in the area of language. A group of new teachers were led through a learning cycle utilizing a module in Ellevation utilizing 4 strategies appropriate for the support of ELs. This time of experience will be expanded in the 23-24 school year so that teachers can collaboratively learn and implement strategies to determine best practices and support each other, and ultimately students through improved academic achievement.

Action 2.5 was fully implemented. Staffing was provided to assist new teachers through the BTSA/Induction process. New teachers received assistance from the Instructional Support staff as well through classroom observations and coaching, new teacher meetings, etc.

Action 2.6 was fully implemented. Seventeen teachers participated. Participants were provided with access to tools, resources, and strategies, were introduced to strategies that support effective technology integration and enhance instructional opportunities, encouraged to plan intentionally and think deeper about how they use technology in the classroom, observe lessons where technology was leveraged for teaching and learning, etc. We need to develop a reflection tool to survey growth over time in the effective use of technology on campus.

Action 2.7 was partially implemented. 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 got together beginning in April to discuss intervention strategies for implementation in the 23-24 school year based on results that they are seeing with this year's students. Training has taken place with teachers regarding both EL and SWD support expectations (in integrated and designated ELD as well SPED support), but we need to continue this process and collaborate more fully in planning and implementation of these strategies.

Action 2.8 was partially implemented. Collaborative Wednesdays have allowed teachers to collaborate on curriculum and needed modifications to curriculum, instruction, and assessments. Through our feedback sessions with educational partners, we have decided that this time needs to be used more intentionally. Through the Teacher Clarity learning and processes next year, we will get back to basics and more fully tackle identified areas of concern using the data that we have available to us. This process will begin in July when leadership meets to look at data. 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 meet students where they are after distance learning to support them in meeting the state's standards.

Action 2.9 was partially implemented without use of the funds allotted to this action. 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 23-24 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.

Much of the unspent allocations to these actions (2.2, 2.4, 2.5, 2.7, 2.8, 2.9) was in the area of overtime, salaries, and the resulting benefits. We have had a hard time either filling positions or with the availability of employees after school. As a result, we are moving some of those allocations into sub pay in order to support us in pulling teachers from the classroom to complete this work. Additionally, this was a year of change and learning for new District administrators and support staff. Monitoring will be greatly improved in the upcoming year. Additionally, in these areas, due to the low human resource, other supplies weren't needed.

Action 2.1 was slightly overbudgeted and/or materials/supplies ordered were on backorder. Much technology was purchased for both students and teachers throughout the school year.

An additional Instructional Coach (action 2.3) was not flown or hired during the 22-23 school year as there were continuous conversations about how to best utilize this position if hired. The position is being flown for the 23-24 school year.

Action 2.6 was overbudgeted as we did not have the participation in the Ed Tech Academy that we had projected.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 2.1 measures student access to technology. Through our 1:1 initiative, students have access to a Chromebook, an Google account, etc. 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. Now, we will work to ensure that this action is improving instruction and learning, especially since only 63.5% of students surveyed responded that, "My teachers use technology that helps me learn," with a response of agree or strongly agree and 96.8% of those students responded that they use technology every day.

Actions 2.2, 2.3, 2.5, 2.6, 2.7 address professional development. Seventy-two 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 target Teacher Clarity, intervention, and relationships in the classroom.

Actions 2.2, 2.4, 2.7, and 2.9 address English Learner support. Scores for our ELs are continuing to increase in small increments on the ELPAC and 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 a somewhat place of normalcy, will be increased so we expect to see a larger impact in the upcoming year.

Action 2.8 addresses developing and refining curriculum. Due to the changes in administration and a focus on SEL, as well as an unavailability of staff after hours, this action did not get the attention that it deserved. We will make the time for this work to be accomplished through Collaborative Wednesdays and pull out sessions with subs being paid.

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 changes to the goal or actions have been made. What has been changed is in the allocation of dollars among object codes. Instead of allocating dollars just to hourly or overtime pay for staff, we have moved dollars to sub pay (a different strategy for getting work accomplished to best meet availability of staff). Metrics and outcomes have been revised slightly to ensure coherence with the 2022

California Dashboard to allow for comparison and growth. We would like to see a couple of years of consistent data before deciding if our actions need to change. Due to the pandemic and testing adjustments while district was shut down, we have not had a chance to see enough increase or decrease in growth regarding many of the metrics on the California Dashboard. We feel like we are just getting started again.

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).

An explanation of why the LEA has developed this goal.

During the pandemic, parents and students expressed interest in being able to continue learning in a Distance Learning Model. Fifty-seven percent of students and 64% of parents who responded to the survey, stated they would be interested in attending a virtual, independent study academy if offered by the Central Union High School District. Also, in conversation with Imperial Valley Home School Academy, a charter school in one of the feeder schools for CUHSD, it was noted that parents repeatedly ask whether or not there is an independent study option for their promoting 8th graders.

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

ALTERNATIVES TO IN PERSON INSTRUCTION: Action 3.1, 3.2, 3.3, and 3.4 will provide all the necessary staffing, facilities, and resources, including curriculum, that Mount Signal Virtual Academy will need to be successful. Action 3.5 will focus on providing professional development that is unique to the virtual academy and independent study program.

Through the implementation of these actions, we anticipate that we will improve the percentage of parents who report they are happy they have chosen Mount Signal as their educational option, the attendance will increase to 95% and the graduation rate will be equal or greater than the comprehensive high schools.

Through the above-mentioned actions and improvement of these metrics, we will be achieving the goal of providing an alternative for parents who believe their student needs an alternative setting.

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."		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.		90% of CUVA Students will attend on regular basis missing no more than 10% of scheduled appointments.
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.		The graduation rate for the Class of 2025 will not be lower than the graduation rate of the District as a whole.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing	<p>REVISED In order to meet the needs of the students who will attend MOUNT SIGNAL Virtual Academy CUHSD will hire and/or cofund existing staff at the rate of:</p> <ul style="list-style-type: none"> * 3 certificated teachers General Education * 0.4 certificated teacher Special Education * 0.50 counselor * 0.15 school psychologist * 1 classified clerk OR REGISTRAR/CLERK * 0.25 Administrator 	\$754,340.00	Yes
3.2	Facilities	<p>REVISED: Mount Signal Virtual Academy will be housed IN PORTABLE CLASSROOMS ON THE CAMPUS OF CENTRAL UNION HIGH SCHOOL under the direction of the DIRECTOR I: DIRECTOR OF ADULT, STUDENT, AND PARENT SERVICES. FUNDING IS ALLOCATED FOR CLASSROOM NEEDS AND THE SAFETY OF THE CAMPUS, including a .5 FTE custodian.</p>	\$106,645.00	Yes
3.3	Supplemental Student and Staff Resources	<p>REVISED: UPDATE TECHNOLOGY, CURRICULUM AND SUPPLEMENTAL MATERIALS AS NECESSARY.</p>	\$33,900.00	Yes
3.4	Supplemental Curriculum	<p>Mount Signal Virtual Academy will utilize the Edgenuity and Acellus Online Curriculum</p>	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Professional Development and Collaboration	With news staff added, the team will need to meet and plan and grow as team. Collaboration meetings and conferences will be necessary to create a successful, well-equipped, student-focused team. Site Admin from other sites will also participate in professional development around independent study in order to support short-term independent study at the sites.	\$20,908.00	Yes

Goal Analysis [2022-23]

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.

Action 3.1 was fully implemented. Three teachers were employed to facilitate independent learning opportunities with up to 102 students throughout the year. Of the 18 seniors enrolled, 16 are on track to graduate or have already graduated.

Action 3.2 was fully implemented. Portable classrooms are all set up for work to be done with students and operations are under way.

Action 3.3 was fully implemented. Classrooms and work spaces have the technology, furniture, etc. to conduct business appropriately and adequately facilitate testing and such required for Independent Studies.

Action 3.4 was 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.

Action 3.5 was fully implemented. Teachers received trainings in the programs that are utilized by the school. Ongoing training in AERIES will assist MSVA staff in data collection and analysis.

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

We overbudgeted in actions 3.1, 3.2, 3.3, 3.5; while these actions were implemented, we did not need all of the dollars allotted to accomplish our goal.

Action 3.4 dollars were not used as the Edgenuity contract for online coursework was paid in a previous year (through a 3 year agreement).

An explanation of how effective the specific actions were in making progress toward the goal.

Actions were successful.

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 2022, students enrolled at received 114 A's (19.1%), 153 Bs (25.7%), 105 Cs (17.6%), 62 Ds (10.4%), 152 Fs (25.5%), 5 Is (.8%), and 5 Other (.8%). Percentage of classes passed by students in the first semester was 72.8%. For comparison, Central had 92% of classes passed, Southwest had 91.2% of classes passed, and Desert Oasis had 78.6% of classes passed at semester. With attendance at over 90%, 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 unused due to the curriculum being purchased through a 3 year contract in a previous year.

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 change to the goal, metrics, or desired outcomes will be made. For actions in the upcoming year, an attendance clerk will be hired on a part time basis for MSVA to assist in making contact with families of students who are not logging in and making adequate progress. Continued professional development will take place to assist new teachers with familiarity with programs used at MSVA and to ensure that teachers are properly trained in outreach efforts as this outreach is vital to the achievement of students and, thus, the success of the program.

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.

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, services for families, and increase communication in languages parents 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 they re-integrate back into the in-person learning environment. By creating a community school environment that offers wrap around services for all students and families, 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 and 4.2 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 4.3, 4.6, 4.7, 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, 4.10, and 4.11 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 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 that provides wrap-around services for families and students.

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.	<p>2021-2022 REVISED: CUHSD used a local survey to ask parents about many areas of the LCAP.</p> <p>76% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff.</p> <p>69% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours.</p> <p>84% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent.</p>	<p>2022-2023 (190 surveys completed) CUHSD used a local survey to ask parents about many areas of the LCAP.</p> <p>83.7% of parents surveyed agreed or strongly agreed that they are encouraged to share concerns with staff.</p> <p>77.7% of parents agreed or strongly agreed that staff returns phone calls and emails within 24 hours.</p> <p>90.75% of parents agreed or strongly agreed that the school provides a welcoming environment for each parent.</p>		<p>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.</p> <p>REVISED:</p> <p>85% of parents surveyed will agree or strongly agree that they are encouraged to share concerns with staff.</p> <p>75% of parents will agree or strongly agree that staff returns phone calls and emails within 24 hours.</p> <p>90% of parents will agree or strongly agree that the school provides a welcoming</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>Aeries Portal to access student information.</p> <p>95% of parents will agree that the school provides a translator when needed.</p>
Attendance Rates	19-20 95.7%	<p>2020-2021:</p> <p>CUHS: 98.61% DOHS: 99.34% PRHS: 99.34% SHS: 99.89%</p> <p>District Average: 99.30%</p> <p>YTD 2021-2022 CUHS: 92.78% DOHS: 86.88% PRHS: 91.17% SHS: 92.82% MSVA: 91.56%</p> <p>District Average: 91.04%</p>	<p>2021-2022:</p> <p>CUHS: 92.05% DOHS: 89.96% PRHS: 92% SHS: 92.69%</p> <p>District Average: 92.23%</p>		<p>ADJUSTED:</p> <p>CUHS: 96% DOHS: 93% PRHS: 95% SHS: 96% MSVA: 95%</p> <p>District Average: 95%</p>
Chronic Absentee Rates	Data Quest indicates that the 2018-2019	Data Quest indicates that the 2020-2021	Chronic Absenteeism Indicator data not		Chronic Absenteeism Rate 7.5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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%</p> <p>REVISED:</p> <p>English Learners: 14.3% Foster Youth: 22.2% Homeless Youth: 19.8% Migrant Education: 12.9% Students with Disabilities: 16.7% Low Income: 12.1%</p>	<p>Chronic Absenteeism Rate was 5%. PLEASE NOTE THIS DATA WAS DURING DISTANCE LEARNING AND A DIFFERENT METHOD OF COLLECTING ATTENDANCE WAS USED.</p> <p>African American - 4% American Indian or Alaska Native - No data Asian - 0% Hispanic or Latino - 5% White - 4.8% Two or More Races - NO DATA</p> <p>REVISED:</p> <p>English Learners: 7.5% Foster Youth: 14.3% Homeless Youth: 13.8% Migrant Education: 5.5% Students with Disabilities: 7.1%</p>	<p>available for the District through CA Dashboard.</p> <p>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.</p> <p>African American - 55.6% American Indian or Alaska Native - No data Asian - 3.7% Hispanic or Latino - 28% White - 21% Two or More Races - NO DATA</p> <p>CUHS - 26.7% MSVA - 40.1% DOHS - 65.6% PRHS - 25% SHS - 25.6%</p> <p>Ed Data info:</p>		<p>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%</p> <p>REVISED:</p> <p>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%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income: 6.0%	English Learners: 37% Foster Youth: 45.9% Homeless Youth: 38% Migrant Education: 32.2% Students with Disabilities: 39.5% Socioeconomically Disadvantaged: 31.5%		
Drop Out Rate	2019-2020 Four Year Adjusted Cohort 7.3%	REVISED: CALPADS 1.14 REPORT 2020-2021 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	Ed Data indicates for 2021-2022: Total Dropouts: 76 (7.8%) 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		Less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Students with Disabilities: 12 English Learners: 35 Low Income: 75	Students who are homeless: 4 Migrant: 8 Students with Disabilities: 13 English Learners: 60 Low Income: 97		
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% Grade 11 - 49%	School Connectedness High/Moderate Spring 2023 (Percentage who reported agree or strongly agree) In-School: Grade 9 - 61% Grade 11 - 59% Remote Only: Grade 9 - 66% Grade 11 - 65%		Grade 9 - High 65% Grade 11 - High 55%
Priority 3 - Parent and Family Engagement - *LEA's progress in developing the capacity of staff *LEA's progress in creating welcoming environments for all	2020-2021 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to	2021-2022 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to	2022-2023 Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to		Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>families in the community</p> <p>*LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children</p> <p>*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</p>	<p>build trusting and respectful relationships with families. - 3.3 Initial Implementation</p> <p>Rate the LEA’s progress in creating welcoming environments for all families in the community. - 3.7 High Initial Implementation</p> <p>Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. - 3.3 Initial Implementation</p> <p>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.</p>	<p>build trusting and respectful relationships with families. - 3.3 Initial Implementation</p> <p>Rate the LEA’s progress in creating welcoming environments for all families in the community. - 4 Full Implementation</p> <p>Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. - 2 Beginning Development</p> <p>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</p>	<p>build trusting and respectful relationships with families. - 2 Beginning Development</p> <p>Rate the LEA’s progress in creating welcoming environments for all families in the community. - 4 Full Implementation</p> <p>Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. - 2 Beginning Development</p> <p>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</p>		<p>relationships with families. - 3.8 High Initial Implementation</p> <p>Rate the LEA’s progress in creating welcoming environments for all families in the community. - 4.2 Full Implementation</p> <p>Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. - 3.8 High Initial Implementation</p> <p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3.6 - High Initial Implementation	understandable and accessible to families. 2 Beginning Development	understandable and accessible to families. 4 Full Implementation		4.1 - Full Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Staff Communication	<p>REVISED; Communication: Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.</p> <ul style="list-style-type: none"> * Use ThoughtExchange as a two-way communication tool * Evaluate, refine, and continue campaign to promote open communication among all EDUCATIONAL PARTNERS. * Provide a variety of planned/advertised opportunities for stakeholders to engage in two -way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.) * Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP. * Hold parent trainings on various topics to support them in helping their students increase achievement (i.e. use of Parent Portal, CTE/AP parent information nights, mental health, drug awareness, etc.) * Implement the use of a phone/email notification system (Parent Square) and the accompanying application to improve school--to--home communication * Purchase/upgrade digital signage for all District schools for better communication of programs and services * Hire Public Information Officer for improved communication amongst all educational partners with services being provided through various means (verbal, written, digital) to ensure everyone is well informed, digital communications are updated and accurate, and overall 	\$501,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication is improved, addressed immmediately, and clear or transparent in nature.		
4.2	Parent Education and Engagement	<p>REVISED: Resources will be available for parents. CUHSD WILL HOST 1 FALL AND 1 SPRING COURSE THROUGH FRESNO STATE'S PARENT UNIVERSITY BASED ON THE NEEDS OF THE PARENTS.</p> <p>*Hold meetings and informational sessions for parents in areas of interest and areas identified as need throughout the year through analysis of current data.</p> <p>*Increase staffing of 1 FTE New Community Liaison and 3 FTE New 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.</p>	\$812,319.00	Yes
4.3	Family Resources Coordinator	In order to coordinate all services for special populations including Foster Youth and Homeless youth, the District will hire a coordinator to ensure services are being provided, documentation is up to date, training is being implemented and to track student progress both academically and socially emotionally.	\$177,663.00	Yes
4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	<p>Publicly recognize student achievements through on-- campus displays, assemblies, incentives, and award celebrations.</p> <p>Provide on--campus informational posters regarding important student topics (e.g. CTE pathways, grad/a--g requirements, etc.)</p>	\$98,674.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide marketing campaign for DOHS to help students and parents see the opportunities available through the smaller school setting.</p> <p>Promote student mental and social emotional health through clubs, meetings, and assemblies. WORK TO INCLUDE CLUBS THAT REPRESENT THE NEEDS OF ALL STUDENTS, INCLUDING CLUBS FOR MEMBERS OF THE LGBTQ+ COMMUNITY.</p> <p>PROMOTE SOCIAL EMOTIONAL WELL BEING THROUGH ACTIVITIES, LESSONS, AND CRISIS INTERVENTION</p> <p>Provide resources for activities to support incoming freshmen with their transition to high school. Support Link Crew.</p>		
4.5	Promote Attendance and Monitor Absences	<p>REVISED: Utilize the tardy monitoring system included in the Aeries-Parent Square system</p> <ul style="list-style-type: none"> * Conduct an Attendance Campaign * Provide Student Incentives for good/improved attendance <p>*UTILIZE A DISTRICT WIDE ATENDANCE MONITORING AND IMPROVEMENT PROGRAM (A2A)</p>	\$96,974.00	Yes
4.6	Transportation Services	<p>Provide transportation to students who do not have transportation to and from school and who live in designated areas outside of and on the outskirts of El Centro. Maintain increased bus services in order to improve attendance by students residing in designated district areas of attendance currently not served</p> <ul style="list-style-type: none"> * Maintain current bus driving positions in order accommodate added routes. * Purchase two buses to ensure students are transported in vehicles that have all updated safety features. * Provide for infastructure for Electric Vehicles/Transportation Systems. 	\$1,547,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Install A/C in buses not currently offering A/C * Investigate transportation possibilities for students for after extra-curricular activities for families without transportation. 		
4.7	Targeted Foster Youth Services	<p>REVISED: Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students.</p> <ul style="list-style-type: none"> *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 provided by the district's Homeless Education Liaison * CREATE AND MONITOR A PLAN INCLUDING SERVICES AND SUPPORTS FOR STUDENTS WHO ARE HOMELESS AND STUDENTS WHO ARE FOSTER YOUTH. INCLUDED FUNDING FROM ESSER III AND ARP-HCYII IN THE PLAN. 	\$58,429.00	Yes
4.8	Pregnant and Parenting Teens (Discontinued)	<p>REVISED: Investigate possible options and provide instruction and support for pregnant and parenting teens. Utilize online platforms for offering instruction during times where students may not be able to attend class. Support teacher through hourly pay for instructional support.</p>		Yes
4.9	Supplemental Health Services for Low Income Pupils	<p>Expand services of the Family Resource Center to include a focus on mental and physical health services that are not only offered at the Family Resource Center, but move to a more site-based approach. Also provide supplemental services including eye glasses, medical supplies, and hygiene kits for students who are in-need due to income</p>	\$434,232.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and/or other circumstances. Make kits widely available for easier and more discreet distribution.		
4.10	Positive Behavior Intervention and Support	Continue to Implement additional Positive Behavior Interventions and Supports 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. . 1. Training for staff 2. Materials and supplies to implement the program 3 Coordinated meetings between sites 4. Incentives for improved student behavior.	\$56,300.00	Yes
4.11	NEW: STUDENT VOICE PROJECTS	STUDENT GOVERNMENT ORGANIZATIONS (ASB) WILL BE GIVEN FUNDING TO COMPLETE PROJECTS BASED ON THE NEEDS OF THE STUDENTS INCLUDING STUDENTS WHO ARE FOSTER YOUTH, ENGLISH LEARNERS, AND LOW INCOME. THESE PROJECTS WILL IMPROVE CULTURE, SOCIAL EMOTIONAL WELL BEING, AND/OR BELONGING ON EACH CAMPUS. FUNDS WILL BE ALLOCATED ON A PER STUDENT BASIS.	\$60,000.00	Yes

Goal Analysis [2022-23]

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.

Action 4.1 was 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 both Parent Square and Remind. More training is necessary in the use of Thought Exchange. Digital signage did not get purchased this year but will be purchased in the 23-24 school year once other projects have been completed.

Action 4.2 was partially implemented. Due to facilities, we do not have the logistics to set up a Parent Education and Engagement Center; however, we do host 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.

Action 4.3 was not implemented. A School Psychologist took on both FRC Coordinator duties and Foster Youth/Homeless Liaison. 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.

Action 4.4 was 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.

Action 4.5 was partially implemented. Attention to Attendance (A2A) campaign was started this 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. 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 that was intended to occur to best support A2A was not hired this school year.

Action 4.6 was partially implemented. We understand that 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 ordered additional buses and are ensuring that air conditioning is working on all buses (particularly since temperatures rise into the 120s in the Valley). To be compliant with the upcoming zero emission vehicle stance of California, we are purchasing electric buses which will require infrastructure for charging. Our plan is to upgrade our infrastructure 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.

Action 4.7 was partially implemented. Due to the fact that both the COSAs and the Foster Youth Liaison have other duties on their plates, many activities that have taken place to ensure appropriate services, including counseling, are provided for Foster Youth students. Field trip opportunities, however, need more attention to better prepare our FY for postsecondary options.

Action 4.8 was not implemented during the 2022-2023 school year due to the program being eliminated in 2020. There are no plans to implement the program in the future.

Action 4.9 was partially implemented. The move to a more site-based approach for the Family Resource Center was not realized during the 2022-2023 school year. While services were provided through the FRC, we have not established true FRCs on each campus nor will we in 22-23.

Action 4.10 was partially implemented. PBIS strategies are being implemented on campuses, but since COVID, processes need to be cleaned up and additional training needs to take place (both for new and veteran employees) to ensure that we are looking at positive ways to redirect bad behaviors.

Action 4.11 was fully implemented. Student organizations planned activities on their campuses to promote and strengthen culture, student wellbeing, etc. on campus and to ensure that unduplicated population students received support and regalia to be 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, 4.2, 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 with the availability of employees after school. Additionally, this was a year of change and learning for new District and some site administrators and support staff. Monitoring will be greatly improved in the upcoming year. Additionally, in these areas, due to the low human resource, other supplies weren't needed.

Due to facility and qualified staff shortages, no Parent Education and Engagement Center (action 4.2) has been created on each campus.

Action 4.3 was one of the positions not hired in the 22-23 school year. The job description is being rewritten due to some changes in the current staff and conversations that have had been had around both facilities and staffing.

We are waiting on orders to be fulfilled in areas like transportation (buses) for action 4.6.

Action 4.7 (Targeted Foster Youth Services) and 4.11 (Student Voice Project) dollars were well spent.

Action 4.8 was removed from the LCAP last year.

Action 4.9 (Supplemental Health Services) was overspent due to pay increases.

Some of the dollars allotted to this goal were diverted to the increase in wage of employees due to settlement of negotiations and, therefore, updated salaries.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 4, Action 1: 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. (93.75%)
Staff responds within 24 hours to parent phone calls and/or emails. (76.75% - still low, but up from 69% in 21-22)
The school(s) keep(s) all families informed about important issues and events. (90.8%, huge increase from 51% in 21-22)
The survey also indicated that parents prefer to receive information through Parent Square and Remind (69%, and 6.1%); the low percentage for Remind is one of the reasons that it will be discontinued. Parent Square can do all that Remind is capable of; we need to ensure to train teachers and parent more effectively in of Parent Square.

Goal 4, Action 2: Parent Education and Engagement was successful due to the implementation of Parent University through Fresno State. Over 60 parents completed courses in several online courses. The parent resource centers were not effective due to other priorities in the district requiring more immediate attention and completion.

Goal 4, Action 3: Family Resource Center Coordinator was not effective due to the fact that the position was not filled during the 22-23 school year; however, the current coordinator who is also a school psychologist completed tasks related to this position and this was effective.

Goal 4, Action 4: Promote Positive Student Communications was effective in that students who achieved academic, attendance, CTE, and sports successes were celebrated and recognized. Also, students who earned different state seals such as biliteracy and merit 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. Over 80% of parents felt like their school celebrated the success of students.

Goal 4, Action 5: Promote Attendance and Monitoring Absences was successful in that our A2A campaign showed a 40% increase in attendance rates of students considered chronically absent once conferencing had taken place. With the addition of Attendance Specialists we foresee continued growth in this area. Excellent attendance celebrations are well received and have high participation.

Goal 4, Actions 6, 7, 8, and 9 are written to support students who are low income, foster youth, and homeless. These actions were implemented fully and all support was provided to students, with the exception of the Pregnant and Parent Teen program that was discontinued during the 21-22 school year.

Goal 4, Action 10: Positive Behavior Intervention and Support was implemented during the 22-23 school year; however, 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.

Goal 4, Action 11 was effective. Many activities took place through student leadership organized activities. We need to develop a metric for gauging effectiveness more quantitatively 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 change to goal, actions, metrics, or desired outcomes will be made for the 23-24 school year. Adjustments have been made to allocations within the goals to assist in improving our support of students.

To better assist us with Action 4.1, a Public Information Officer will be hired to assist in clear and transparent communication amongst all educational partners. The Remind program will be discontinued on campus as Parent Square has many functionalities common to Remind and will assist in streamlining communication among all partners. More training for both staff and parents will occur in 23-24 with regard to the functionality of Parent Square to ensure that we are using it effectively. Digital signage did not get purchased this year but will be purchased in the 23-24 school year once other projects have been taken care of.

Facility shortages have made it difficult to open and staff a Parent Engagement and Education Center as stated in Action 4.2. We continue to offer trainings for parents both through in person and virtual means, but we do not have a place for parents to go when they have time to get individual training. 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 will, however, continue to partner with Parent University for courses that parents can take to improve upon their knowledge base. Attendance Specialists will be hired in 23-24 to better and more efficiently conference with parents and get to root causes of student attendance issues. Our goal is to educate parents to increase student attendance which will in turn increase student achievement; learning occurs best when students are present in class, which will also support Action 4.5.

A Family Resource Center Coordinator/Foster Youth and Homeless Liaison will be hired in the 23-24 school year (4.3). A job description is being developed and will be flown before the end of the 22-23 school year. This position was previously an add-on assignment that one of our School Psychologists took on. It was difficult for a person to adequately do all that was required, so the position is being divided up to ensure that all campuses are serviced (this person will travel to all District campuses to work with students and families) and that all roles are fully accomplished and unduplicated populations (particularly SED, Foster Youth, and homeless students) are fully supported.

We will continue to support positive behaviors on campus through celebrations, incentives, and awards through Action 4.4, and we work to better market schools of choice, programs available on campus including CTE pathways, and a-g requirements to increase participation and increase completion rates.

We will add transportation options (perhaps public bus passes) for after extra-curricular activities for students whose families do not have access to their own transportation to action 4.6 so that students are not walking long distances in the heat and/or dark for safety purposes. Extracurricular activities help students become a part of the school and its culture thereby improving student connectedness and, thus, improved achievement and student wellbeing.

Action 4.7 will be better implemented next year when the Family Resource Center Coordinator (a stand alone job) takes over the responsibilities of Foster Youth/Homeless Liaison. This division of duty, from the previous being that a School Psychologist juggled many assignments, will allow for more thorough, diligent work to be completed and FY/Homeless students being more fully supported. The Foster Youth Coordinator will work with the new MTSS Coordinator on each comprehensive campus to ensure that 2 SSTs are held per year for

each FY student and frequent check-ins with the COSA occur to keep students on track and well supported both academically and in other areas.

Action 8, Pregnant and Parenting Teens, was eliminated from the LCAP due to the program being eliminated.

For Action 4.9, a traveling FRC Coordinator will be hired who go to the different campuses to work with students and their families on a rotating basis sharing both school and offcampus resource information and services. Additionally, CUHSD will be partnering with Hazel Health to provide additional wraparound services for families in both physical and mental health services available online.

No change will occur with action 4.10. We need to more fully train staff and promote positive behaviors on campus.

No change will occur in Action 4.11 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.

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. Based on data gathered through surveys and educational partner feedback, there is need to continue increasing student safety to support an optimal teaching and learning environment.

In keeping with the goal from previous LCAP, the district remains committed to ensuring that every student feels safe while on campus as well as getting to and from school. Actions in this goal includes emergency management system, identification systems, security, transportation services, and health services, in addition to improving outdoor environment to ensure safe activities. The actions and metrics grouped together will help the district in its commitment to making sure that our schools are not only safe but welcoming and develop a positive school climate.

CUHSD is still challenged with recruiting hiring fully qualified teachers. There is a need to continue to provide support to teachers working toward fulfilling all credentialing requirements. Of the 209 certificated staff employed, only 11 of those are considered "ineffective" by the state's standards (these teachers do not yet hold a preliminary credential and are on either a waiver or a permit). Also, approximately 26% of students (in 21-22) indicated on the CHKS survey that they felt "Unsafe" at school. This number dropped dramatically in 22-23 with only 4% of 11th grade students and 5% of 9th grade students reporting that they felt unsafe or very unsafe at school. While incidents of violence on school campuses is 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.

Alcohol and Drug Use is higher in 11th Grade
 20% reported alcohol or drug use in the last 30 days during both the 21-22 and 22-23 school years
 9% reported heavy alcohol use (binge drinking) and 6% reported current drug or alcohol use on school property in the last 30 days
 8% reported marijuana use and 4% reported heavy drug use in the past 30 days

Percentage of females reporting these behaviors is higher than their male counterparts.

Cigarettes and Vape are Readily Available

10% of freshmen students and 8% of junior students said marijuana was difficult to obtain

9% reported that cigarettes are very easy to obtain

38% reported that vape products are very easy to obtain (51% of 11th graders) in 21-22 ; in 22-23, 7% of 9th graders and 6% of 11th graders reported that vape products were difficult to obtain

6% of 11th grade students report current tobacco vaping use, 4% report current marijuana vaping use, and 4% report current vaping at school

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

SCHOOL CULTURE: Actions 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7 focus 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. Additionally, effort to recruit staff that reflect the demographics of the students and community will be made.

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, 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	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	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		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
pupils they are teaching			pupils they are teaching (94.7%)		
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		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		15% reported alcohol or drug use in last 30 days
Percent of 11th graders on CHKS reported being very drunk or sick after drinking in the last 30 days.	2020-2021 11% reported being very drunk or sick after drinking in the last 30 days.	2021-2022 10% reported being very drunk or sick after drinking in the last 30 days.	2022-2023 7% reported being very drunk or sick after drinking in their lifetime 9% reported binge drinking (5 or more drinks in a row) in the last 30 days		8% reported being very drunk or sick 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		5% reported being high in the last 30 days.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			4% reported current heavy drug use		
Percent of students who reported on CHKS that Cigarettes and Vape Readily Available	2020-2021 18% for Cigarettes and 38% for Vape	2021-2022 14% reported being high in the last 30 days. 26% for Cigarettes and 51% for Vape	2022-2023 9% report difficulty of obtaining cigarettes, 6% report difficulty of obtaining vape products		13% for cigarettes and 25% for vape
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%	2023-2023 9th Grade - 64% and 11th Grade - 64%		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. Percent suspended with multiple suspensions was also 0% for the same reason. 2021-2022 CUHS: 1179 periods of suspension for 52 students	Data Quest 2021-2022 The Suspension Rate was 3% Percent suspended with multiple suspensions was 5%.		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
		DOHS: 520 periods of suspension for 13 students MSVA: 0 suspensions 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 Expulsions = 5 students Estimated Expulsion Rate of 0.1%	2021-2022 Expulsion Rate: 0% 2022-23 Expulsions = 2 students Estimated Expulsion Rate of 0.49%		0%
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		0

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Qualified Teachers	<p>REVISED: CUHSD will strive to fill new openings with fully certified in their subject areas.</p> <p>CUHS will employ advertising and recruiting practices that attract highly qualified applicants.</p> <p>CUHS will provide Induction Training and Support for new teachers (Budgeted in Goal 2, Action 5) - INCLUDING TRAINING IN SUPPORTS, ACCOMODATIONS AND MODIFICATONS FOR STUDENTS WHO ARE ENGLISH LEARNERS AND STUDENTS WHO ARE FOSTER YOUTH.</p> <p>TRAINING WILL BE CONDUCTED IN SUPPORT FOR MARGINALIZED STUDENTS INCLUDING THOSE WHO ARE MEMBERS OF THE LGBTQ+ COMMUNITY</p> <p>CUHSD WILL USE PRACTICES AND RECRUITING TECHNIQUES THAT ASSIST IN RECRUITING AND HIRING STAFF THAT IS DIVERSIFIED THAT REPRESENTS THE DIVERSITY OF THE STUDENTS AND COMMUNITY.</p>	\$167,125.00	Yes
5.2	NEW/REVISED: Safe Non-Threatening Spaces	<p>NEW/REVISED: Provide calming rooms and/or sensory rooms on each campus to support student mental health, connectedness, and social emotional well being. These safe spaces will include flexible seating, sensory items, and items to help students who are experiencing a mental health issue or social crisis. Hire staffing for supervision. With facilities being an issue, ensure supplies for Counselor of the Day and MHS' are provided.</p>	\$20,000.00	Yes
5.3	Campus Safety	<p>REVISED: 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</p>	\$3,209,161.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and intervention for students who are experiencing behavioral difficulties that interfere with their learning, belonging and sense of safety. House a Student Services office dedicated to school safety, and schoolwide discipline policies and practices.</p> <p>Reinstitute School Resource Officers on comprehensive campuses and hire 2 additional security guards at each comprehensive site.</p> <p>Purchase and 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.</p> <p>Purchase Raptor system for visitor security and tracking.</p> <p>Fiberoptic upgrades and cybersecurity upgrades, wiring, cameras, etc. for increased security.</p> <p>Upgrade PE lockers to ensure that every student has a locker for personal items to be safely stored during PE classes.</p>		
5.4	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. These sessions will occur on Saturdays and students would be required to complete the program as part of the intervention process. Parent sessions will also be offered on Saturdays to better inform parents of dangers, supports, etc.	\$29,553.00	Yes
5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	REVISED: Provide standards aligned SUPPLEMENTAL textbooks and materials (including digital formats) for all students TO SUPPORT DIVERSITY AND MASTERY OF STANDARDS.	\$191,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>THESE MATERIALS CAN INCLUDE, BUT ARE NOT LIMITED, TO SUPPORTS FOR ADDING TEXTS THAT:</p> <ul style="list-style-type: none"> *ADHERE TO THE FAIR EDUCATION ACT OF CA (SB 48) AND HIGHLIGHT THE CONTRIBUTIONS BY PEOPLE WITH DISABILITIES AND MEMBERS OF THE LGBTQ COMMUNITY IN HISTORY AND SOCIAL STUDIES CURRICULUM *PORTRAY ACCURATELY AND EQUITABLY THE CULTURAL AND RACIAL DIVERSITY OF AMERICAN SOCIETY DEMONSTRATE THE CONTRIBUTION OF MINORITY GROUPS AND MALES AND FEMALES TO THE DEVELOPMENT OF CALIFORNIA AND THE U.S. *EMPHASIZE PEOPLE IN VARIED, POSITIVE, AND CONTRIBUTING ROLES IN ORDER TO INFLUENCE STUDENTS' SCHOOL EXPERIENCES CONSTRUCTIVELY *NOT CONTAIN INAPPROPRIATE REFERENCES TO COMMERCIAL BRAND NAMES, PRODUCTS, AND CORPORATE OR COMPANY LOGOS <p>Ethnic Studies curriculum supplements to inform, teach, support, affirm the contributions and struggles of all groups enabling all students to better value themselves and others as part of the rich tapestry and story of our nation.</p>		
5.6	NEW: Student Safety and Belonging	<p>In order to improve students sense of belonging and safety we will do the following:</p> <ul style="list-style-type: none"> *Train all counselors and administrators in the A.S.S.I.S.T training for suicide prevention. *Create and support grief groups for those students who have lost loved ones to suicide, COVID, or other deaths. *Revisit the district's dress code to ensure that it is equitable to all students including revisiting dress code elements that are offensive to female and non-binary students. Create a focus group and advisory committee that includes students and staff from all sites. 	\$407,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Provide sexual harassment and partner abuse training and support to all students, beyond what is taught in the 9th grade health class.</p> <p>*Add 1 School-Based Mental Health Specialist to assist students at DOHS, PRHS, and MSVA. (23-24 - Increase # of MHSS by 2 for comprehensive campuses)</p> <p>*CPI Training for additional staff to ensure safety of both students and staff with regard to restraint when necessary.</p>		
5.7	NEW: ARC Experience After School Program	CUHSD WILL PARTNER WITH ARC EXPERIENCE TO ADD A SAFE AND INCLUSIVE PLACE FOR STUDENTS TO GO AFTER SCHOOL UNTIL 6 PM, ON WEEKENDS AND INTERSESSION. STUDENTS WILL BE AFFORDED THE OPPORTUNITY TO GET HELP WITH COURSES AND BE INVOLVED IN CLUBS AND ACTIVITIES BASED ON THEIR NEEDS.	\$860,753.00	Yes

Goal Analysis [2022-23]

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.

Action 5.1 was 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 previously vacant 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 both SPED and EL strategies, practices, etc.

Action 5.2 was not implemented due to lack of facilities. We are, however, 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. In this sense, there is a safe space, but it is not a designated fulltime space staffed by a specific employee. Materials and have been purchased to make offices more comfortable through alternative seating, lighting, sensory items, etc.

Action 5.3 was fully implemented. The facilities inspection was utilized to evaluate the safety and cleanliness of campuses. Increased security on campuses was in place to assist us through issues that have arisen due to students having been out of school for a long period of time (COVID). 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.

Action 5.4 was fully implemented. We were also able to offer some group sessions facilitated by staff members in the Too Good for Drugs and Violence programs.

Action 5.5 was fully implemented. Diverse supplemental materials were purchased for the library and other departments to support diversity on campus.

Action 5.6 was fully implemented. At Promise House staff were trained in Capturing Kids Hearts and implemented some of the curriculum and activities in the program with good success. The District dress code has been revisited but is still being discussed to determine what, if anything, impacts or impeded school function and student learning. Most of our administrators and counselors are trained in ASIST (Suicide Prevention), and group grief sessions have been phased out. However, we do 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.

Action 5.7 was fully implemented with ARC setting up and running after school activities on all sites in the District.

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.

Action 5.1 was well utilized for both advertisement of employment opportunities, training for new employees, and mentoring programs.

Due to a lack of facilities for the Safe/Non-Threatening Space (action 5.2), the dollars allocated to this action were reallocated to pay for the increase in salary as a result of negotiations for the employees paid of this goal. While supplies were purchased to make current offices more conducive to allowing students a quiet place when necessary, a separate setting for this kind of service is still being investigated.

Again, overtime set asides were not fully utilized due to the availability of staff (actions 5.3, 5.5).

Action 5.4, we slightly overbudgeted, but services for intervention in the areas of drug and alcohol prevention have been underway. We hope to continue this process next year with an added layer of parent training on this topic.

Action 5.6 was also slightly overbudgeted. We will however grow services in this area due to requests for additional mental health services.

Action 5.7 (ARC after school program) will be fully spent by the end of the fiscal year.

An explanation of how effective the specific actions were in making progress toward the goal.

We have been able to 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.

Through Action 5.1, we have been able to hire the best teachers available in the Valley. This goal was successful in that all classrooms have a teacher of high quality who was supported through some kind of educational coaching and received professional development to assist them throughout the year.

Action 5.2, because of lack of facilities, this action was not implemented and, therefore, was not effective. We will not be able to implement this fully until we have more facilities available. We are, however, offering a safe place for students to decompress or get assistance through our Counselor of the Day and Mental Health Specialists.

Action 5.3 was successful. 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 are better able to support student/family needs for transportation when necessary. Approximately 85% of parents shared that they feel the school campuses are safe through our parent survey, but there are concerns regarding specific areas including restrooms, streets around campuses in mornings due to traffic, visitors on campus, hard to see/monitor areas, etc.

Action 5.4 and 5.6 were relatively successful in that some students were provided access to training and information in areas that we have previously not provided. 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 21-22 totaled 205; the number this school year is 216. We expect to see a decrease in the number of referrals next year due to the education that has taken place this year through the sessions.

Action 5.5 was successful in that more materials are available to students. In the parent/student survey, 93% of surveyed educational partners believe that the school teaches students to positively embrace diversity. We will continue through this effort in implementing a pilot for the Ethnic Studies class next school year.

Action 5.7 has been successful in that ARC reports that on a consistent basis, SHS has 50 students in attendance every day, CUHS has 150 students attending, and Desert Oasis has 20 students attending. ARC provides a positive, constructive place for students to be with supervision and off the streets. A total of 220 students, most being students that fall into one of our at-risk subgroups, are being serviced after school.

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 changes will be made to the goal, actions, or desired outcomes. Allocations within the actions will be adjusted. Some of the metrics have changed a bit as the California Healthy Kids Survey questions have been altered.

Action 5.2 will be adjusted in that we are not furnishing an entire new room; we will only be purchasing items for use in a counselor's or Mental Health Specialist's office.

In Action 5.3, we will be hiring additional security to address the restroom security issue that has been shared through educational partner feedback sessions. Additionally, vape detectors will be installed in restrooms and technology will be purchased to allow security and administration to be alerted when there is an issue in the restroom. School Resource Officers will be brought back on to comprehensive site campuses now that ECPD has been able to hire and retain officers. focus on providing an inclusive environment that provides a safe, drug free campus and supports for students with social emotional and mental health needs. The Imperial Valley has several pressing safety concerns. It is one of the top three drug trafficking corridors in the US. Trafficking (both drug and human) are prevalent within the area. In some cases, youth are approached to act as mules to cross drugs across the border. Especially vulnerable to these propositions are our low-income students. Over 77% of our students are considered low-income and receive free or reduced meals. The activities/strategies set forth in these actions will extend to before and after school, and possibly on Saturdays with activities for both students and parents. Deterrences from inappropriate behavior need to be addressed through increased security and technology for detection of drugs in appropriate areas ensuring that students are comfortable and safe to take care of business as needed. 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, the suspension and expulsion rate, and increase the percentage of students who perceive the campuses as being safe. In order to address these needs and conditions of our English learners, low-income students and foster youth, we will enhance and improve our systems around campus safety including increasing and improving the infrastructure and systems to ensure campus safety. To ensure students feel safe and secure, we will utilize our enhanced emergency management system, Catapult, and employ an identification system, like Raptor. These systems will allow for enhanced emergency real-time communication and student accounting. They will also improve school security as we control access to school facilities. New and improved technology will also enhance communication between all support staff on campus to ensure comprehensive supervision and safety measures are in place. Cameras and improved wiring/infrastructure are also included to increase student safety and monitor people coming into campuses, before, during and after school. To ensure safety and supervision of all of our students, CUHSD will increase staffing in security (particularly to address concerns that have arisen around restroom activities) and School Resource Officers will be brought back to comprehensive sites. These staff members will receive additional training such as Crisis Prevention Institute (CPI) training. CPI training programs provide strategies and techniques that focus on the care, welfare and safety of all students and staff with evidenced based deescalation and crisis prevention approaches.

Action 5.5 will include the purchase of materials for the Ethnic Studies pilot class.

In action 5.6, two additional Mental Health Specialists will be hired to be placed at the comprehensive sites to allow more students to receive counseling/therapy services as they need to be better able to participate in and excel in their academics.



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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$15,220,407	1730531

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
30.92%	16.30%	\$7,508,359.58	47.23%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Central Union High School District has calculated that it will receive \$15,220,407 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF) during the 2023-2024 school year. Our unduplicated population percentage is 77.90%. Total percentage to increase or improve services including carryover from the 2022-2023 school year is calculated at 47.23%. Central Union High School District will demonstrate that it has met the total percentage to increase or improve services by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as explained in detail in each contributing action justification within this section of the plan. The School and LEA-wide goals and actions in this plan can be placed into 7 buckets or themes (please note that action 4.8 - Pregnant and Parenting Teens is no longer implemented at CUHSD):

1. Support for struggling students
2. Broad, rigorous course of study
3. Professional development and collaboration
4. Access to Technology

5. Alternatives to In-Person Instruction
6. Positive, inclusive school culture
7. Parent, family, and student support services

1. SUPPORT FOR STRUGGLING STUDENTS

Need: CUHSD was engaged in Differentiated Assistance during the 2020-2021 school year and is currently in Compliance and Improvement Monitoring Process (for SPED) at the District level and Comprehensive Support and Improvement at Desert Oasis. One outcome of all of the data drives through these processes has identified the need to focus on accommodations and supports for special populations of students, including English Learners and students in special education. This combined with stakeholder feedback that indicated some of our special population of students are not involved in CTE at the same rate of their counterparts due to the need for these students to be enrolled in a support class, our math grades and achievement levels as measured through CAASPP continue to fall, and our English CAASPP scores remain relatively stagnant made us aware of the fact that we need to focus our efforts on strategies and implementation of standards in order to support our students' academic success. Additionally, connections or relationships need to be built and/or reinforced in many aspects of our system to ensure a sense of trust and safety which will contribute toward a healthy learning environment.

2022-2023: Data analysis still shows that the Central Union High School District has an A-G completion rate well below other high schools in the state of California. The CUHSD 2022 A-G completion rate was down from 29.3% in 2021 to 19.9%, and the average rate in California was 43.6%. The longitudinal data shows an overall downward trend for students meeting A-G requirements, with the biggest decline being the students who are Homeless at 10.7%, English Learners at 7.2% and Students with Disabilities at 1.9%. The A-G completion rate for students learning English was 9.2% and for low income students it was 20%. According to Ed-Data, there has been a 10.6% decline since 2018 for all students, 5.5% for English Learners, 13.9% for Foster Youth, 10.9% for Low Income students, and 1.1% for Students with Disabilities. Alternatively, our graduation rate was above the state average in 2022 at 89.30% with the state average being 87.40%. Although it was higher than the state average, CUHSD still believes that this continues to be an area of focus, especially for students learning English, Students with Disabilities, foster youth, and socioeconomically disadvantaged students. The graduation rate for students learning English was 81.9%, for low income students it was 88.8%, and for Students with Disabilities it was 88.4%.

Also, the 2021-2022 CAASPP data showed a slight increase in students meeting and exceeding standards overall in English Language Arts with the exception of our homeless subgroup. There is a gap in achievement in ELA with English Learners scoring Standard Met or Exceeded at a rate of 11% and Low Income students at 55% while 62% of all students scored met or exceeding standards. The All student groups showed a significant decline of 16.7% in meeting or exceeding standards in mathematics in 20-21 and the downward trends continued with a 2.18% decrease in the number of students scoring at meeting or exceeding standards (22.57% in 20-21 to 20.39% in 21-22). The gap in scoring Standard Met or Exceeded for the unduplicated count exists with only 2.45% of English Learners and 16.5% of Low Income meeting or exceeding standards.

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students, we will ensure that supports are available for struggling students during the school day, after the school day, and on the weekends. We will implement the following actions on a school-wide or LEA wide basis:

Actions 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 1.10, 1.15 and 1.19 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 reclassified freshmen at Phoenix Rising, offer social emotional and mental health supports during Advisory, offer extended hours for support from counselors, provide more Instructional Assistants in classrooms for added support, provide support to both students and families through the use of resource teachers, and ensure interventions are in place and accessible to students through an MTSS Specialist. Technology and authentic literature will also be provided to support students with their academics and sense of belonging. All these offerings will be supported through common assessments and data analysis to ensure these supports are meeting the needs of the students and bringing about improved academic progress.

Outcome: 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 readiness. Supports begin with assessment both pre and post, extend into more offerings in math and CTE, provide support through tutoring and other supports/interventions for students, and targeted support for English Learners and students who are not on track for graduation and/or CTE/A-G completion. Timely intervention will allow us to increase our graduation rates, A-G completion rates, and percentage of students meeting/exceeding the standards on CAASPP. The overall outcome is to decrease the gap in achievement between all students and our Unduplicated Students (low income, Foster Youth, English Learners) so that they are achieving at the same rate as the All Student group.

2. BROAD, RIGOROUS COURSE OF STUDY

Need: Focus group feedback and data analysis of enrollment in college and career readiness courses indicated that there is underrepresentation of unduplicated pupils and Students with Disabilities. For example, Districtwide, approximately 10.8% of students enrolled are English Learners and approximately 12% of students enrolled are students who have an IEP. However, in Visual and Performing Arts classes district-wide this school year, only 13% of students enrolled are English Learners and 10.8% of students with IEPs.

CAASPP data mentioned in bucket 1 in the area of mathematics and our rate of D's and F's made us aware of the fact that we need to create additional courses that better met students' needs and assisted them in meeting state standards and meeting college/career readiness indicators. Also as mentioned above in bucket 1, A-G and graduation rates are low and a gap exists in performance between the all student

group and the unduplicated pupils. The addition of courses will allow students a more comprehensive range of course choices to meet these metrics including articulated and Dual Enrollment courses.

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students we will ensure that supports are available for struggling students during the school day, after the school day, and on the weekends. We will implement the following actions on a school-wide or LEA wide basis:

BROAD, RIGOROUS COURSE OF STUDY: Actions 1.1, 1.4, 1.13, 1.14, 1.16, 1.17 and 1.18 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, 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. Facilities will be upgraded to provide more hands-on experiences and more work-based learning opportunities as well as additional human resources in classrooms will provide extra eyes, ears, and hands for safety and other support. Exam fees for students enrolled in AP and IB classes will be paid for to relieve students and families of the extra worry, allowing them to focus on the academics only.

Outcome: 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. Ultimately, we will increase the number of unduplicated pupils and Students with Disabilities enrolled in college and career readiness courses. We will also close the gap for unduplicated students and Students with Disabilities in CAASPP achievement, A-G completion rate, and graduation rates.

3. PROFESSIONAL DEVELOPMENT AND TEACHER/STAFF COLLABORATION

Need: CAASPP data mentioned in bucket 1 in the area of mathematics and our rate of D's and F's made us aware of the fact that we need to create additional courses that better met students' needs and assisted them in meeting state standards and meeting college/career readiness indicators. Also as mentioned above in bucket 1, A-G and graduation rates are low and a gap exists in performance between the all student group and the unduplicated pupils. Staff survey administered indicated that 86% of staff felt that the district supported professional development that facilitated academic achievement. Priority 2 Implementation of State Standards Self-Assessment indicated a need to provide professional learning in the areas of mathematics and science. Student feedback to administrators suggests a need to improve classroom instruction to utilize strategies to meet students where they are and to reteach/support them in growth. Relationships in

classrooms was an area of concern with both students and parents and the types of interactions that take place in the classroom that lead to discouragement, specifically in math and science.

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students we will train staff in the importance of relationships (connections before content) and the need to ensure there is a sense of trust and safety in classrooms. Additionally, we will ensure that supports are available for struggling students during the school day, after the school day, and on the weekends. We will implement the following actions on a school-wide or LEA wide basis:

Actions 2.2, 2.3, 2.5, 2.7, 2.8 will focus time and funding for professional development in a broad range of areas that meet the needs of vulnerable populations at CUHSD. For example, classroom management, youth mental health and suicide prevention, special education, LGBTQ+ laws and supports, laws regarding students who are homeless, and strategies for supporting students who are foster youth. These actions will also provide paid time for teachers to meet together by, and across, departments and collaborate on data analysis, creating assessments, and supporting the needs of students who are foster youth, English Learners, and low income. Action 2.5 will focus specifically on teachers new to the district. It will provide opportunities for new teachers to meet together and discuss topics that will support their learning and the learning of the students. Teacher Clarity, interventions, and relationship building (bias identification and trauma-informed practices training to support relationship building) will be the focus of most on site professional development offerings in the 23-24 school year.

Outcome: Through the implementation of actions 2.2, 2.3, 2.5, 2.7, and 2.8, we anticipate that we will improve student CAASPP scores in mathematics, the graduation rate, CTE completion rate, A-G completion rate, and ELPAC scores of students scoring moderately and well developed (with the greatest increase taking place in the unduplicated pupil subgroups thereby reducing the gap between all students and English Learners, Low Income and Foster Youth), as well as teachers and students feeling confident and effective in the use of learning technology in both the comprehensive high schools and all alternative settings. Another outcome is to improve the percentage of staff who feel that the District supports professional development that enhances/increases academic success as well as improve the perception of students and parents that staff are supporting them both social-emotionally and academically.

4. ACCESS TO TECHNOLOGY

Need: During the 2020-2021 school year, the District engaged in the Differentiated Assistance process with Imperial County Office of Education. During this process, it was found that a root cause of lack of success by English learners and students with disabilities was a need for increased use of strategies for access to core curriculum and language development, and also 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 was also noted that time was needed for departments to collaborate on updating course

outlines to incorporate technology and adherence to the Common Core State Standards. Due to COVID and a slow road back to some kind of normalcy, we are finally finding ourselves in a place to resume or rebuild in 23-24.

We aim to equip students with 21st Century Skills and prepare them for the world beyond high school. These actions are committed to providing students and 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. Beginning with 20-21 school year, CUHSD implemented a 1:1 device deployment. This deployment illuminated infrastructure and connectivity needs throughout the city during the pandemic. It also showed us that our teachers would like additional support and learning in order to integrate technology in a manner that has the most impact on student learning. Our “new normal” has allowed us to “re-evaluate the use of technology within each of our classrooms. Therefore, we need technology to support our unduplicated pupils.

In our focus group meetings, our parents of English Learners indicated that their Internet access is “sometimes slow”, “does not always work” or “that they don't have it/can't afford it”. A recent study from Michigan State University shows the impact of lack of broadband access in student homes to their academic performance. In this study, poor home broadband access is linked to negative impact on GPA's, standardized test scores, likelihood of enrollment in college and digital skills, among other things. During stakeholder meetings and advisory meetings local families shared frustration with technology issues during distance learning. This goal intends to support those student and family needs. According to the California Department of Education, the digital divide impacts California's students of color and low-income students at disproportionate rates. The rates of students without a computing device are lower than those without internet access. Nationwide figures show that 21 percent of Hispanic or Latino students do not have access to the internet and 9 percent do not have access to computers. Without access to the internet, these students not only lack the ability to participate in distance learning fully during the pandemic but were already unable to continue their education from home pre-COVID, hampering their ability to complete homework, research, and prepare for future career opportunities.

Additionally, with 74% of our students qualifying for Free/Reduced Lunch, 77.4% of our students being low income, in a community where the unemployment rate is 15.6%, we found a need to ensure that students have access to technology (devices and wifi).

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students we will ensure that supports are available for struggling students during the school day, after the school day, and on the weekends. We will implement the following actions on a school-wide or LEA wide basis:

Actions 2.1 and 2.6 will allow the district to continue to provide access to technology and internet for students as well as provide upgraded technology to teachers and the professional development to support using technology as a teaching tool. This will allow all students, regardless of income, language, or foster youth status to participate in all programs offered at CUHSD, including Google Classroom, Parent

Square, and the Aeries Portal. This will also ensure that staff is using the most up-to-date technology to provide a rich, learning experiences for students all with the goal of increased academic achievement.

Outcome: Through the implementation of these actions, we will maintain the ability to provide technology to our families and increase connectivity to 100% both at school and at home, especially for our families (LI, EL, FY) who may struggle to provide these resources on their own for various reasons. We also anticipate that through the availability of these resources, we will bridge the gap between our "All Student" group and our unduplicated pupil groups in improving student CAASPP scores in mathematics, the graduation rate, CTE completion rate, A-G completion rate, and ELPAC scores of students scoring moderately and well developed, as well as ensuring that teachers and students feel confident and effective 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 exceptional needs, foster youth, and English Learners.

5. ALTERNATIVES TO IN-PERSON INSTRUCTION

Need: During the pandemic, parents and students expressed interest in being able to continue learning in a Distance Learning Model. Fifty-seven percent of students and 64% of parents who responded to the survey, stated they would be interested in attending a virtual, independent study academy if offered by the Central Union High School District. Also, in conversation with Imperial Valley Home School Academy, a charter school in one of the feeder schools for CUHSD, it was noted that parents repeatedly ask whether or not there is an independent study option for their promoting 8th graders.

CUHSD's graduation rate is 89.3%. ELs graduated at a rate of 82.4% in 2022, and Socioeconomically Disadvantaged students graduated at a rate of 88.9%. There is work to be done to keep all students enrolled and support them through graduation, particularly with EL and SED students. These students were most impacted through distance learning negatively. Our goal is keep students enrolled and working toward a diploma even if circumstances keep them from being able to attend on campus.

Based on results in 2022 on the California Healthy Kids Survey, only 62% of District students surveyed felt safe or very safe at school with many of those students being low income. In focus groups, both students and parents shared concerns with the current safety of comprehensive school sites; ninety-six percent of students and parents, on a school survey, shared that they agreed or strongly agreed to the statement, "I am glad that I chose MSVA as my educational option." In MSVA's first year, the attendance rate was 92% and the graduation rate was 93%, and we are on track to have a graduation rate of 88.88% in 2023.

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students, we will ensure that supports are available for struggling students during the school day, after the school day, and on the weekends. We will implement the following actions at Mount Signal Virtual Academy:

Actions 3.1, 3.2, 3.3, and 3.4 will provide all of the necessary staffing, facilities, and resources including curriculum that MSVA will need to be successful.

Action 3.5 will focus on providing professional development that is unique to the Virtual Academy and independent studies programs and will focus on supports and interventions for students who are LI, FY, and students learning English.

Outcome: Through the implementation of these actions, we will have options for families (particularly our English Learners, Low Income, and Foster Youth students) and maintain the ability to provide alternatives to in-person instruction. We anticipate students and parents enrolled at MSVA will continue to report satisfaction and a stronger sense of safety. We will reduce our drop out rate, improve attendance and graduation rates, and bridge gaps between the all student group and our unduplicated populations in these categories.

6. Positive, Inclusive School Culture

Need: Educational Partner feedback has repeatedly shown the need for more supports in the area of social emotional learning, services for families, safety on and close to campus, and increased communication in languages parents 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 reintegrate back into the in-person learning environment.

CUHSD's Chronic Absentee rate was 5% in 20-21, but that rate skyrocketed to 27.8% in 21-22. English Learners had a 37% absentee rate, Foster Youth had a 45.9% rate, and Low Income have a 31.5% rate. Unduplicated pupils have a Chronic Absentee rate that is higher than the All Student group. Also, as mentioned above in Bucket 5, Unduplicated Pupils drop out at a higher rate (and, therefore, do not graduate) than the All Student group. According to an ASCD brief entitled, "The Whole Child Approach to Education", feeling safe at school translates into higher academic achievement, increased student well-being, and greater engagement. Children who don't feel safe can't concentrate on their studies, don't connect with their classmates, or don't go to school at all. Upon a thorough review of CUSHD's Dashboard data, it was apparent that chronic absenteeism was an overall area of concern while our unduplicated pupil groups exhibited even higher chronic absenteeism rates.

Also, approximately 26% of students indicated on the CHKS survey that they felt “Unsafe” at school. While incidents of violence on school campuses is 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. Educational partners have identified restrooms, specifically, as an area of concern. There is also a need to conduct prevention and intervention in the area of drugs and alcohol. Focus groups with students also showed that students who are part of the LGBTQ+ community, students who do not fit the "normal" body type represented in media, and students who are English Learners or low income do not always feel as if they belong. Students specifically expressed that they wanted their voices heard and respected.

Fifty-nine percent of students who attend school in person stated a high or moderate connection to their school. Forty-five percent of students who attend school remotely stated that had high or moderate connection to their school. Priority 3: Parent and Family Engagement Self-Assessment showed beginning development in multiple opportunities for the LEA and school sites to engage in 2 way communication with families using language that is understandable and accessible.

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students we will ensure that supports are available for struggling students during the school day, after the school day, and on the weekends. We will implement the following actions on a school-wide or LEA wide basis:

Actions 1.12, 4.4, 4.5, 4.10, 4.11, 5.1, 5.2, 5.5, 5.6, and 5.7 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. And, through additional services like Mental Health Specialists, we have additional caring safe that can support students through obstacles, fears, and areas on need/concern.

Actions 5.3 and 5.4 focus on providing an inclusive environment that provides a safe, drug free campus and supports for students with social emotional and mental health needs. The Imperial Valley has several pressing safety concerns. It is one of the top three drug trafficking corridors in the US. Trafficking (both drug and human) are prevalent within the area. In some cases, youth are approached to act as mules to cross drugs across the border. Especially vulnerable to these propositions are our low-income students. Over 77% of our students are considered low-income and receive free or reduced meals. The activities/strategies set forth in these actions will extend to before and after school, and possibly on Saturdays with activities for both students and parents. Deterances from inappropriate behavior need to be addressed through increased security and technology for detection of drugs in appropriate areas ensuring that students are comfortable and safe to take care of business as needed. 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, the suspension and expulsion rate, and increase the percentage of students who perceive the campuses as being safe. In order to address these needs and conditions of our English learners, low-income students and foster youth, we will enhance and improve our systems around campus safety including increasing and improving the infrastructure and systems to ensure campus safety. To ensure students feel safe and secure, we will utilize our enhanced emergency management system, Catapult, and employ an identification system, like Raptor. These systems will allow

for enhanced emergency real-time communication and student accounting. They will also improve school security as we control access to school facilities. New and improved technology will also enhance communication between all support staff on campus to ensure comprehensive supervision and safety measures are in place. Cameras and improved wiring/infrastructure are also included to increase student safety and monitor people coming into campuses, before, during and after school. To ensure safety and supervision of all of our students, CUHSD will increase staffing in security (particularly to address concerns that have arisen around restroom activities) and School Resource Officers will be brought back to comprehensive sites. These staff members will receive additional training such as Crisis Prevention Institute (CPI) training. CPI training programs provide strategies and techniques that focus on the care, welfare and safety of all students and staff with evidenced based deescalation and crisis prevention approaches.

Outcome: Through the implementation of these actions, we anticipate that we will 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 (particularly in our unduplicated pupil populations), as well as school dropouts. By creating a community school environment that offers wrap around services for all students and families (specifically of our EL, LI, and FY students and families), we feel that we will increase attendance and decrease dropouts as students feel at home and like they belong to their school increasing school connectedness and sense of safety. We will increase the percentage of students who feel connected to their school (whether in person or online), and we will raise the level of implementation of 2 way communication with families. Additionally, students (and their families) will feel safer and, therefore, improve and exceed both academically and social-emotionally on and near campuses.

7. PARENT FAMILY AND STUDENT SUPPORT SERVICES

Need: Educational Partner feedback has repeatedly shown the need for increased communication with parents and families as evidenced by 77% of parents agreeing or strongly agreeing that staff return emails or phone calls within 24 hours with many of these parents being parents of SED and EL students. Priority 3: Parent and Family Engagement Self-Assessment showed beginning development in multiple opportunities for the LEA and school sites to engage in 2 way communication with families using language that is understandable and accessible.

Parent survey data indicated that parents want to continue learning and accessing resources through activities such as Parent University to be better prepared to support their students. Also, parents who are members of ELAC and DELAC have expressed interest in learning English and ways to support their children with their school work. These same parents, as well as parents of LI students, have expressed the need for transportation to and from school and during crisis. These same parents expressed a need for resource centers on each campus due to the fact that transportation proves difficult to the existing Family Resource Center, and they have requested more timely access to personnel, resources, and technology available for parent use.

Seventy-three percent of CUHSD parents, including parents of EL and LI students, report that they sometimes or often use the District website and/or AERIES Portal to access information.

As evidenced above, unduplicated pupils have a higher Chronic Absentee rate than the All Student group.

Action: In order to address these unique needs and particular conditions of our English Learners, foster youth, and low-income students and their families, we will implement the following actions on a school-wide or LEA wide basis:

Actions 4.1 and 4.2 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. To better assist us with Action 4.1, a Public Information Officer will be hired to assist in clear and transparent communication amongst all educational partners. More training for both staff and parents in Parent Square will occur in 23-24 with regard to the functionality of the program to ensure that we are using it effectively.

Actions 4.3 and 4.6 will provide services and support to students who are part of vulnerable populations. These actions include mental health support, transportation services (including options for after extra-curricular activities and improved infrastructure for zero emission vehicles), health services (including increased numbers of Mental Health Specialists and Hazel Health), counseling and support for students who are Foster Youth and students who are experiencing homelessness, eyeglasses, and dental needs.

Outcome: Through the implementation of these actions, we anticipate that we will improve timely communication with parents as evidenced through parent responses on the parent survey. We will also improve the implementation score on Priority 3 Self-Assessment in the area of multiple opportunities for the LEA and school sites to engage in 2 way communication with families using language that is understandable and accessible and better meet the needs of our English Learner, Low Income, and Foster Youth families/homes. Chronic absentee rates will also decrease (particularly in our EL, LI, and FY groups) as a result of improved, expanded transportation services.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

INTERVENTION, SUPPORT, AND PROFESSIONAL DEVELOPMENT AIMED AT ENGLISH LEARNERS

2022-2023: Data analysis still shows that the Central Union High School District has an A-G completion rate well below other high schools in Imperial County. Dropping from 31.9% in 2018 to 29.3% in 2021 to 19.9% in 21-22, the rate is well below the state rate of 43.6%. Our 7.1% of our EL students completed a-g in 2022, 17.2% of SED students completed, and 10.7% of Homeless students completed. Alternatively, the graduation rate for the class of 2022 was 89.3% (medium level). English Learners was 81.9% (up from 80.2% in 2021). Although it was higher than the state and county average, CUHSD still believes that this continues to be an area of focus, especially for students learning English, foster youth, and low income students. It is also an area of need for students with IEPs. The longitudinal data shows an overall trending downward for students meeting A-G, with the biggest decline being the students who are foster youth. The trend for graduation rate is shifting upward. Also, in both 2020-2021

and 21-22, CAASPP data showed an increase in students meeting and exceeding standards overall in English Language Arts, except for students with disabilities, but all student groups showed a significant decline in meeting or exceeding standards in mathematics.

Action 1.11 is specific to providing support to students who are learning English by supporting the team of professionals dedicated to assisting them in both academic and language acquisition development. This team will also focus on equity for students learning English and proper course placement.

Actions 2.4 and 2.9 will focus time and funding for professional development specifically for students learning English. These actions will also provide paid time and/or release time for teachers to meet together by, and across, departments and collaborate on data analysis, creating assessments, and the needs of students who are English Learners.

Through the implementation of these actions, we anticipate that we will improve student CAASPP scores in mathematics, 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 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 and language acquisition of English Learners.

FOSTER YOUTH AND LOW INCOME PARENT, FAMILY, AND STUDENT SUPPORT SERVICES

A large portion of the funding is aimed directly at interventions for attendance and engagement issues, academic supports for mitigating learning loss as well as recovering credits, and decrease disciplinary concerns. The district believes that students are life-long learners and should have a level of digital literacy that will empower them to access and interact with material completely online. CUHSD encourages and supports parents and families to participate in meaningful school activities. These actions support our goals and expenditures, the details of which are itemized in the LCAP. The district has developed targeted actions to meet the needs of its unduplicated pupils through additional supports in math and English as well as supplemental materials and services for our English learners.

Educational Partner feedback has repeatedly shown the need for more supports in the area of social emotional learning, services for families, improved relationship between students and staff to create effective learning environments, more interactive and engaging lessons, and an increase of communication overall but also in languages parents can understand. Also, focus on attendance and supports for students will be key as we continue to reintegrate back into a new form of normal through in-person learning. By creating a school environment that offers wrap around services for all students and families (targeting Foster Youth and Low Income families and students), 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 continue implementing the following actions:

Actions 4.7 and 4.9 will provide services and support to students who are part of vulnerable populations. These actions include mental health support, transportation services (including options for after extra-curricular activities and improved infrastructure for zero emission vehicles), health services (including increased numbers of Mental Health Specialists and Hazel Health), counseling and support for students who are Foster Youth and students who are experiencing homelessness, eyeglasses, and dental needs.

Additionally, we will redistribute duties of staff to ensure that Foster Youth and Homeless students receive more one-on-one attention than has been past practice. Our goal is to ensure that Foster Youth have 2 SSTs per year to check progress of students and redirect when/if necessary as well as check in more frequently with Foster Youth both for social-emotional and academic needs.

Through the implementation of these actions, we anticipate that we will 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 the number of school dropouts and number of students who feel that they belong on campus and are part of the school community.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions' design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help the Central Union High School District be effective in meeting the LEA's LCAP goals and the identified needs of the unduplicated student groups. We have designed our targeted actions so they target high need areas for our unduplicated student population. Our targeted actions will help close the equity and performance gaps and meet the overall goals of the Central Union High School District.

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 broad course of study and CTE programs in goal 1.4 with the addition of 1 FTE Cadets teacher. Goal 1.3 will continue online tutoring that will be 1:1 for students in both English and Spanish as well as increase

Instructional Assistants in classrooms for ELs and math (to better support low income and FY students). Goal 1.6 shows that staff at Phoenix Rising will be maintained to provide continuity of services for reclassified freshmen in need of an intensive intervention program with dedicated administration, instructional assistant, and counselor. Additionally, 2 MTSS Specialists will be hired (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 LI students. Goal 3.1 shows that staff at Mount Signal Virtual Academy will continue to be staffed at 3.0 FTE teachers and a .5 counselor to ensure all students who need an alternative, virtual setting will be able to receive those services. A Public Information Officer will be added 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 Goal 4.2, one additional Community Liaison will be hired so that each site has their own Community Liaison who can work with families through issues that may be keeping students from attending on a regular basis and/or making academic progress. Additionally, 3 Attendance Specialists will be 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. A Family Resource Center Coordinator will be added in Goal 4.3 to address the social-emotional and mental health needs of students and their families; this individual will also serve as the Foster Youth/Homeless Liaison, coordinating with both the COSA and MTSS Specialist on campus to support FY and Homeless students and their families. Campus safety will be increased (2 FTE security at each comprehensive site) to ensure that students feel safe (especially in the restrooms) and included at the school sites in goal 5.3. 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	1:18
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:16.5

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,245,927.00				\$23,245,927.00	\$12,043,927.00	\$11,202,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Expanded and enhanced options in math and science	English Learners Foster Youth Low Income	\$542,233.00				\$542,233.00
1	1.2	Standards-aligned formative and summative assessments	English Learners Foster Youth Low Income	\$10,488.00				\$10,488.00
1	1.3	Tutoring	English Learners Foster Youth Low Income	\$74,072.00				\$74,072.00
1	1.4	Expand CTE Offerings	English Learners Foster Youth Low Income	\$833,473.00				\$833,473.00
1	1.5	Credit Recovery	English Learners Foster Youth Low Income	\$726,600.00				\$726,600.00
1	1.6	Intervention and Supports for Struggling Students	English Learners Foster Youth Low Income	\$468,193.00				\$468,193.00
1	1.7	Increased Instructional Time to Provide Support and Services	English Learners Foster Youth Low Income	\$26,859.00				\$26,859.00
1	1.9	Expanded/Enhanced Counseling Services	English Learners Foster Youth Low Income	\$466,488.00				\$466,488.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Intervention/Support for At-Risk 9th Grade Students	English Learners Foster Youth Low Income	\$417,791.00				\$417,791.00
1	1.11	Targeted Support Services for English Learners	English Learners	\$2,098,228.00				\$2,098,228.00
1	1.12	Supplemental Media Services and Resources	English Learners Foster Youth Low Income	\$425,487.00				\$425,487.00
1	1.13	Master Scheduling Resources	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.14	Improve CTE Facilities	English Learners Foster Youth Low Income	\$1,628,000.00				\$1,628,000.00
1	1.15	Improved Library Resources and Access	English Learners Foster Youth Low Income	\$2,061,642.00				\$2,061,642.00
1	1.16	College Articulated and Dual Enrollment Courses	English Learners Foster Youth Low Income	\$140,120.00				\$140,120.00
1	1.17	Rigorous Curricular Offerings	English Learners Foster Youth Low Income	\$1,370,822.00				\$1,370,822.00
1	1.18	College and Career Readiness	English Learners Foster Youth Low Income	\$168,270.00				\$168,270.00
1	1.19	Instructional Program Improvement Support	English Learners Foster Youth Low Income	\$298,945.00				\$298,945.00
2	2.1	Access to Technology and Internet	English Learners Foster Youth Low Income	\$449,230.00				\$449,230.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Professional Development	English Learners Foster Youth Low Income	\$159,679.00				\$159,679.00
2	2.3	Instructional Support Team	English Learners Foster Youth Low Income	\$792,207.00				\$792,207.00
2	2.4	Differentiated Instruction for English Learners	English Learners	\$119,269.00				\$119,269.00
2	2.5	Improve New Teacher Orientation and Onboarding	English Learners Foster Youth Low Income	\$114,190.00				\$114,190.00
2	2.6	Ed Tech Academy	English Learners Foster Youth Low Income	\$28,339.00				\$28,339.00
2	2.7	Cross Department Collaboration	English Learners Foster Youth Low Income	\$24,678.00				\$24,678.00
2	2.8	Curriculum Development	English Learners Foster Youth Low Income	\$40,372.00				\$40,372.00
2	2.9	Cross Collaboration to Support English Learners	English Learners	\$10,305.00				\$10,305.00
3	3.1	Staffing	English Learners Foster Youth Low Income	\$754,340.00				\$754,340.00
3	3.2	Facilities	English Learners Foster Youth Low Income	\$106,645.00				\$106,645.00
3	3.3	Supplemental Student and Staff Resources	English Learners Foster Youth Low Income	\$33,900.00				\$33,900.00
3	3.4	Supplemental Curriculum	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
3	3.5	Professional Development and Collaboration	English Learners Foster Youth Low Income	\$20,908.00				\$20,908.00
4	4.1	Parent and Staff Communication	English Learners Foster Youth	\$501,760.00				\$501,760.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.2	Parent Education and Engagement	English Learners Foster Youth Low Income	\$812,319.00				\$812,319.00
4	4.3	Family Resources Coordinator	Foster Youth Low Income	\$177,663.00				\$177,663.00
4	4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	English Learners Foster Youth Low Income	\$98,674.00				\$98,674.00
4	4.5	Promote Attendance and Monitor Absences	English Learners Foster Youth Low Income	\$96,974.00				\$96,974.00
4	4.6	Transportation Services	English Learners Foster Youth Low Income	\$1,547,725.00				\$1,547,725.00
4	4.7	Targeted Foster Youth Services	Foster Youth	\$58,429.00				\$58,429.00
4	4.8	Pregnant and Parenting Teens (Discontinued)						
4	4.9	Supplemental Health Services for Low Income Pupils	English Learners Foster Youth Low Income	\$434,232.00				\$434,232.00
4	4.10	Positive Behavior Intervention and Support	English Learners Foster Youth Low Income	\$56,300.00				\$56,300.00
4	4.11	NEW: STUDENT VOICE PROJECTS	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
5	5.1	Qualified Teachers	English Learners Foster Youth Low Income	\$167,125.00				\$167,125.00
5	5.2	NEW/REVISED: Safe Non-Threatening Spaces	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
5	5.3	Campus Safety	English Learners Foster Youth Low Income	\$3,209,161.00				\$3,209,161.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.4	Drug Intervention and Education Services	English Learners Foster Youth Low Income	\$29,553.00				\$29,553.00
5	5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	English Learners Foster Youth Low Income	\$191,000.00				\$191,000.00
5	5.6	NEW: Student Safety and Belonging	English Learners Foster Youth Low Income	\$407,486.00				\$407,486.00
5	5.7	NEW: ARC Experience After School Program	English Learners Foster Youth Low Income	\$860,753.00				\$860,753.00

2023-24 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
\$49,218,753	\$15,220,407	30.92%	16.30%	47.23%	\$23,245,927.00	0.00%	47.23 %	Total:	\$23,245,927.00
								LEA-wide Total:	\$16,296,280.00
								Limited Total:	\$2,720,463.00
								Schoolwide Total:	\$4,229,184.00

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	\$542,233.00	
1	1.2	Standards-aligned formative and summative assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,488.00	
1	1.3	Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$74,072.00	
1	1.4	Expand CTE Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS 10-12	\$833,473.00	
1	1.5	Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$726,600.00	
1	1.6	Intervention and Supports for Struggling Students	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$468,193.00	

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 (%)
					Low Income			
1	1.7	Increased Instructional Time to Provide Support and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,859.00	
1	1.9	Expanded/Enhanced Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$466,488.00	
1	1.10	Intervention/Support for At-Risk 9th Grade Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: PRHS	\$417,791.00	
1	1.11	Targeted Support Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,098,228.00	
1	1.12	Supplemental Media Services and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$425,487.00	
1	1.13	Master Scheduling Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
1	1.14	Improve CTE Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,628,000.00	
1	1.15	Improved Library Resources and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,061,642.00	
1	1.16	College Articulated and Dual Enrollment Courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,120.00	
1	1.17	Rigorous Curricular Offerings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union and Southwest	\$1,370,822.00	
1	1.18	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,270.00	
1	1.19	Instructional Program Improvement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$298,945.00	

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	2.1	Access to Technology and Internet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$449,230.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,679.00	
2	2.3	Instructional Support Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$792,207.00	
2	2.4	Differentiated Instruction for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$119,269.00	
2	2.5	Improve New Teacher Orientation and Onboarding	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,190.00	
2	2.6	Ed Tech Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,339.00	
2	2.7	Cross Department Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,678.00	
2	2.8	Curriculum Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,372.00	
2	2.9	Cross Collaboration to Support English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,305.00	
3	3.1	Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mount Signal Virtual Academy	\$754,340.00	
3	3.2	Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mount Signal Virtual Academy	\$106,645.00	
3	3.3	Supplemental Student and Staff Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mount Signal Virtual Academy	\$33,900.00	

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 (%)
3	3.4	Supplemental Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mount Signal Virtual Academy	\$75,000.00	
3	3.5	Professional Development and Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mount Signal Virtual Academy	\$20,908.00	
4	4.1	Parent and Staff Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$501,760.00	
4	4.2	Parent Education and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$812,319.00	
4	4.3	Family Resources Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$177,663.00	
4	4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,674.00	
4	4.5	Promote Attendance and Monitor Absences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,974.00	
4	4.6	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,547,725.00	
4	4.7	Targeted Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$58,429.00	
4	4.8	Pregnant and Parenting Teens (Discontinued)	Yes	LEA-wide		Specific Schools: No longer being funded		
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$434,232.00	
4	4.10	Positive Behavior Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,300.00	
4	4.11	NEW: STUDENT VOICE PROJECTS	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$60,000.00	

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 (%)
					Low Income			
5	5.1	Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$167,125.00	
5	5.2	NEW/REVISED: Safe Non-Threatening Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: CUHS, SHS, DOHS	\$20,000.00	
5	5.3	Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,209,161.00	
5	5.4	Drug Intervention and Education Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,553.00	
5	5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$191,000.00	
5	5.6	NEW: Student Safety and Belonging	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$407,486.00	
5	5.7	NEW: ARC Experience After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$860,753.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,821,142.00	\$12,267,290.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Expanded and enhanced options in math and science	Yes	\$585,949.00	\$456,276.06
1	1.2	Standards-aligned formative and summative assessments	Yes	\$23,386.00	\$309.70
1	1.3	Tutoring	Yes	\$296,822.00	\$256,838.16
1	1.4	Expand CTE Offerings	Yes	\$1,211,769.00	\$841,498.68
1	1.5	Credit Recovery	Yes	\$380,829.00	\$199,747.05
1	1.6	Intervention and Supports for Struggling Students	Yes	\$1,025,000.00	\$363,789.16
1	1.7	Increased Instructional Time to Provide Support and Services	Yes	\$25,000.00	0
1	1.9	Expanded/Enhanced Counseling Services	Yes	\$365,194.00	\$339,751.73
1	1.10	Intervention/Support for At-Risk 9th Grade Students	Yes	\$380,896.00	\$269,057.96
1	1.11	Targeted Support Services for English Learners	Yes	\$2,703,219.00	\$1,927,645.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Supplemental Media Services and Resources	Yes	\$400,800.00	\$268,001.57
1	1.13	Master Scheduling Resources	Yes	\$40,824.00	\$26,563.00
1	1.14	Improve CTE Facilities	Yes	\$1,200,000.00	\$33,489.46
1	1.15	Improved Library Resources and Access	Yes	\$900,289.00	\$214,827.38
1	1.16	College Articulated and Dual Enrollment Courses	Yes	\$54,375.00	\$3,602.06
1	1.17	Rigorous Curricular Offerings	Yes	\$1,216,800.00	\$1,325,718.38
1	1.18	College and Career Readiness	Yes	\$13,259.00	\$94,216.25
1	1.19	Instructional Program Improvement Support	Yes	\$195,600.00	\$137,688.34
2	2.1	Access to Technology and Internet	Yes	\$441,600.00	\$372,308.62
2	2.2	Professional Development	Yes	\$122,000.00	\$50,647.97
2	2.3	Instructional Support Team	Yes	\$534,810.00	\$464,886.87
2	2.4	Differentiated Instruction for English Learners	Yes	\$97,951.00	\$39,850.10

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	2.5	Improve New Teacher Orientation and Onboarding	Yes	\$104,000.00	\$80,628.16
2	2.6	Ed Tech Academy	Yes	\$188,000.00	\$15,681.92
2	2.7	Cross Department Collaboration	Yes	\$32,400.00	0
2	2.8	Curriculum Development	Yes	\$29,432.00	\$5,117.71
2	2.9	Cross Collaboration to Support English Learners	Yes	\$15,869.00	\$123.90
3	3.1	MSVA Staffing	Yes	\$600,000.00	\$542,213.00
3	3.2	Facilities	Yes	\$154,800.00	\$102,485.02
3	3.3	Supplemental Student and Staff Resources	Yes	\$125,000.00	\$12,444.93
3	3.4	Supplemental Curriculum	Yes	\$75,000.00	0
3	3.5	Professional Development and Collaboration	Yes	\$30,938.00	\$12,958.69
4	4.1	Parent and Staff Communication	Yes	\$289,000.00	\$26,864.64
4	4.2	Parent Education and Engagement	Yes	\$666,525.00	\$172,055.69
4	4.3	Family Resources Coordinator	Yes	\$86,616.00	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)
4	4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	Yes	\$81,236.00	\$22,017.77
4	4.5	Promote Attendance and Monitor Absences	Yes	\$90,050.00	\$55,246.05
4	4.6	Transportation Services	Yes	\$659,908.00	\$584,506.81
4	4.7	Targeted Foster Youth Services	Yes	\$30,000.00	\$2,142.68
4	4.8	Pregnant and Parenting Teens (Discontinued)	Yes	0	0
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	\$332,540.00	\$376,806.67
4	4.10	Positive Behavior Intervention and Support	Yes	\$56,200.00	\$10,393.71
4	4.11	NEW: STUDENT VOICE PROJECTS	Yes	\$70,000.00	\$51,918.89
5	5.1	Qualified Teachers	Yes	\$207,000.00	\$86,845.73
5	5.2	NEW/REVISED: Safe Non-Threatening Spaces	Yes	\$400,000.00	\$2,459.78
5	5.3	Campus Safety	Yes	\$1,015,370.00	\$1,620,770.58
5	5.4	Drug Intervention and Education Services	Yes	\$35,886.00	\$6,228.52
5	5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	Yes	\$250,000.00	\$68,080.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.6	NEW: Student Safety and Belonging	Yes	\$154,000.00	\$7,600.95
5	5.7	NEW: ARC Experience After School Program	Yes	\$825,000.00	\$714,983.93

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$14,032,029	\$18,821,142.00	\$12,267,290.19	\$6,553,851.81	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expanded and enhanced options in math and science	Yes	\$585,949.00	\$456,276.06		
1	1.2	Standards-aligned formative and summative assessments	Yes	\$23,386.00	\$309.70		
1	1.3	Tutoring	Yes	\$296,822.00	\$256,838.16		
1	1.4	Expand CTE Offerings	Yes	\$1,211,769.00	\$841,498.68		
1	1.5	Credit Recovery	Yes	\$380,829.00	\$199,747.05		
1	1.6	Intervention and Supports for Struggling Students	Yes	\$1,025,000.00	\$363,789.16		
1	1.7	Increased Instructional Time to Provide Support and Services	Yes	\$25,000.00	\$0		
1	1.9	Expanded/Enhanced Counseling Services	Yes	\$365,194.00	\$339,751.73		
1	1.10	Intervention/Support for At-Risk 9th Grade Students	Yes	\$380,896.00	\$269,057.96		
1	1.11	Targeted Support Services for English Learners	Yes	\$2,703,219.00	\$1,927,645.01		
1	1.12	Supplemental Media Services and Resources	Yes	\$400,800.00	\$268,001.57		
1	1.13	Master Scheduling Resources	Yes	\$40,824.00	\$26,563		

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	1.14	Improve CTE Facilities	Yes	\$1,200,000.00	\$33,489.46		
1	1.15	Improved Library Resources and Access	Yes	\$900,289.00	\$214,827.38		
1	1.16	College Articulated and Dual Enrollment Courses	Yes	\$54,375.00	\$3,602.06		
1	1.17	Rigorous Curricular Offerings	Yes	\$1,216,800.00	\$1,325,718.38		
1	1.18	College and Career Readiness	Yes	\$13,259.00	\$94,216.25		
1	1.19	Instructional Program Improvement Support	Yes	\$195,600.00	\$137,688.34		
2	2.1	Access to Technology and Internet	Yes	\$441,600.00	\$372,308.62		
2	2.2	Professional Development	Yes	\$122,000.00	\$50,647.97		
2	2.3	Instructional Support Team	Yes	\$534,810.00	\$464,886.87		
2	2.4	Differentiated Instruction for English Learners	Yes	\$97,951.00	\$39,850.10		
2	2.5	Improve New Teacher Orientation and Onboarding	Yes	\$104,000.00	\$80,628.16		
2	2.6	Ed Tech Academy	Yes	\$188,000.00	\$15,681.92		
2	2.7	Cross Department Collaboration	Yes	\$32,400.00	\$0		
2	2.8	Curriculum Development	Yes	\$29,432.00	\$5,117.71		
2	2.9	Cross Collaboration to Support English Learners	Yes	\$15,869.00	\$123.90		
3	3.1	MSVA Staffing	Yes	\$600,000.00	\$542,213		
3	3.2	Facilities	Yes	\$154,800.00	\$102,485.02		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Supplemental Student and Staff Resources	Yes	\$125,000.00	\$12,444.93		
3	3.4	Supplemental Curriculum	Yes	\$75,000.00	\$0		
3	3.5	Professional Development and Collaboration	Yes	\$30,938.00	\$12,958.69		
4	4.1	Parent and Staff Communication	Yes	\$289,000.00	\$26,864.64		
4	4.2	Parent Education and Engagement	Yes	\$666,525.00	\$172,055.69		
4	4.3	Family Resources Coordinator	Yes	\$86,616.00	\$0		
4	4.4	Promote A POSITIVE, SAFE, INCLUSIVE STUDENT CULTURE	Yes	\$81,236.00	\$22,017.77		
4	4.5	Promote Attendance and Monitor Absences	Yes	\$90,050.00	\$55,246.05		
4	4.6	Transportation Services	Yes	\$659,908.00	\$584,506.81		
4	4.7	Targeted Foster Youth Services	Yes	\$30,000.00	\$2,142.68		
4	4.8	Pregnant and Parenting Teens (Discontinued)	Yes	\$0	\$0		
4	4.9	Supplemental Health Services for Low Income Pupils	Yes	\$332,540.00	\$376,806.67		
4	4.10	Positive Behavior Intervention and Support	Yes	\$56,200.00	\$10,393.71		
4	4.11	NEW: STUDENT VOICE PROJECTS	Yes	\$70,000.00	\$51,918.89		
5	5.1	Qualified Teachers	Yes	\$207,000.00	\$86,845.73		
5	5.2	NEW/REVISED: Safe Non-Threatening Spaces	Yes	\$400,000.00	\$2,459.78		
5	5.3	Campus Safety	Yes	\$1,015,370.00	\$1,620,770.58		

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)
5	5.4	Drug Intervention and Education Services	Yes	\$35,886.00	\$6,228.52		
5	5.5	REVISED: DIVERSE SUPPLEMENTAL Instructional Materials -	Yes	\$250,000.00	\$68,080.95		
5	5.6	NEW: Student Safety and Belonging	Yes	\$154,000.00	\$7,600.95		
5	5.7	NEW: ARC Experience After School Program	Yes	\$825,000.00	\$714,983.93		

2022-23 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)
\$46,059,509	\$14,032,029	12.47%	42.93%	\$12,267,290.19	0.00%	26.63%	\$7,508,359.58	16.30%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

Complete the Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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