LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coalinga-Huron Unified School District

CDS Code: 10-62125-0000000

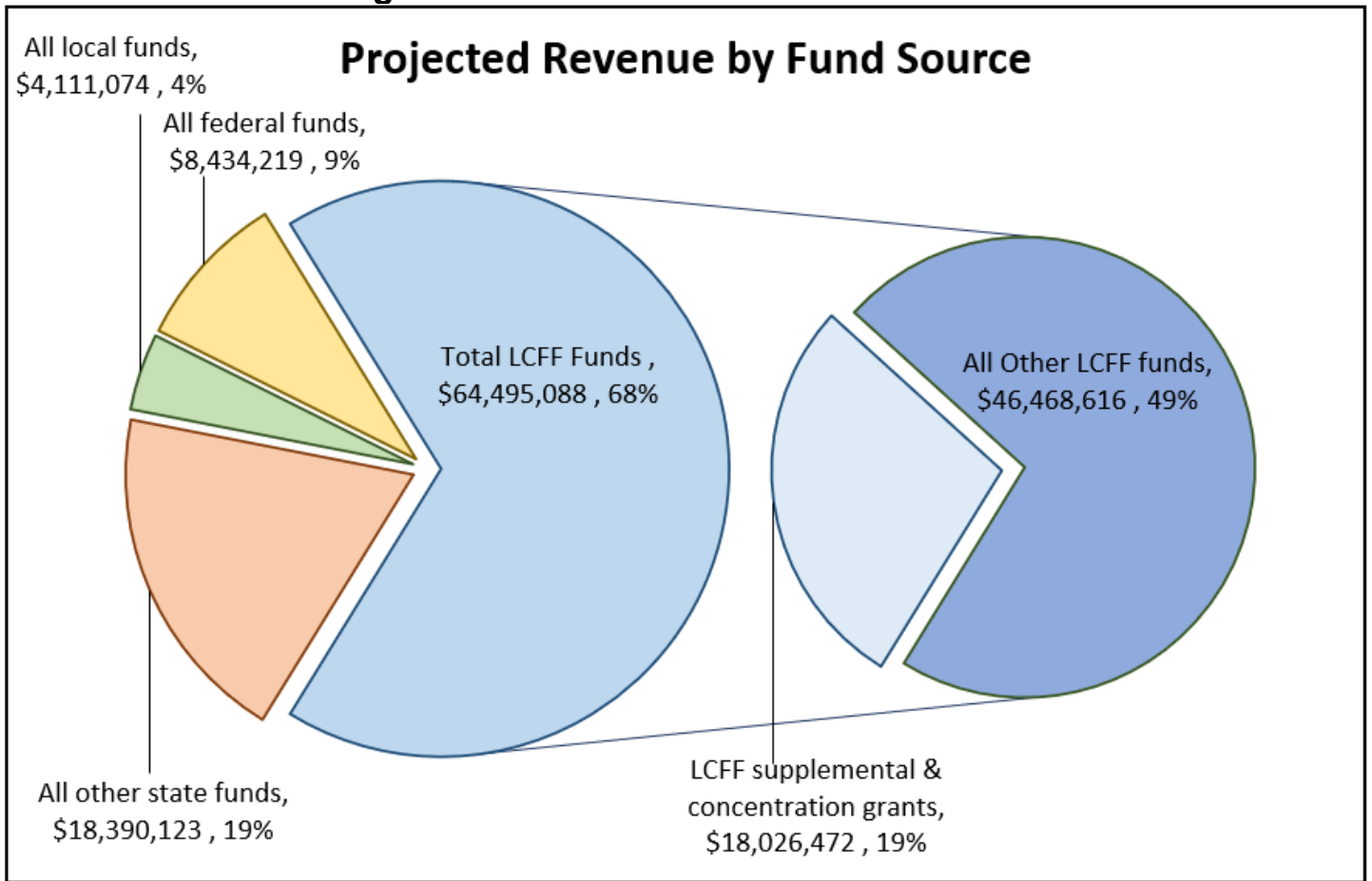School Year: 2024-25

LEA contact information:

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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 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $4,111,074 , 4%

All federal funds, $8,434,219 , 9%

Total LCFF Funds , $64,495,088 , 68%

All Other LCFF funds, $46,468,616 , 49%

All other state funds, $18,390,123 , 19%

LCFF supplemental & concentration grants, $18,026,472 , 19%

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

The text description for the above chart is as follows: The total revenue projected for Coalinga-Huron Unified School District is $95,430,504, of which $64,495,088 is Local Control Funding Formula (LCFF), $18,390,123 is other state funds, $4,111,074 is local funds, and $8,434,219 is federal funds. Of the $64,495,088 in LCFF Funds, $18,026,472 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
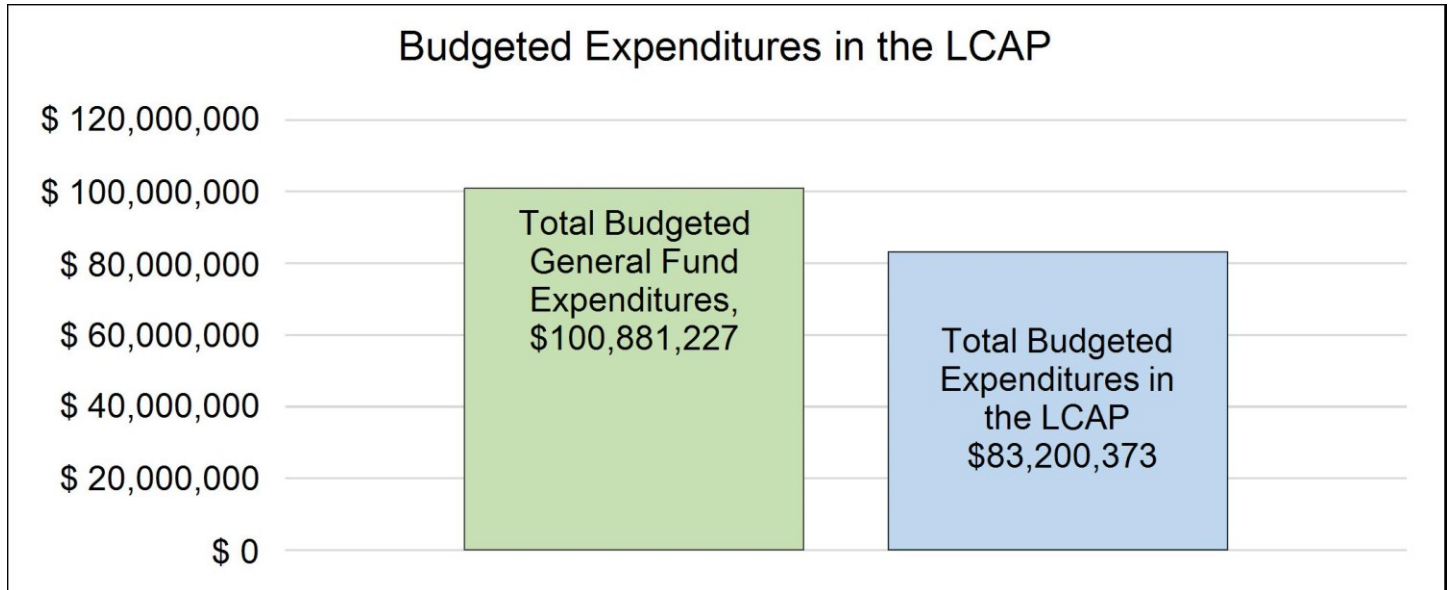
This chart provides a quick summary of how much Coalinga-Huron Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Coalinga-Huron Unified School District plans to spend $100,881,227 for the 2024-25 school year. Of that amount, $83,200,373 is tied to actions/services in the LCAP and $17,680,854 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Restricted Federal, State, and Local revenues that support other educational goals outside of the LCAP have not been included, including COVID-19 relief funding and other federal funding like Tile I title II, Title III and Title V

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

In 2024-25, Coalinga-Huron Unified School District is projecting it will receive $18,026,472 based on the enrollment of foster youth, English learner, and low-income students. Coalinga-Huron Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Coalinga-Huron Unified School District plans to spend $19,577,942 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24
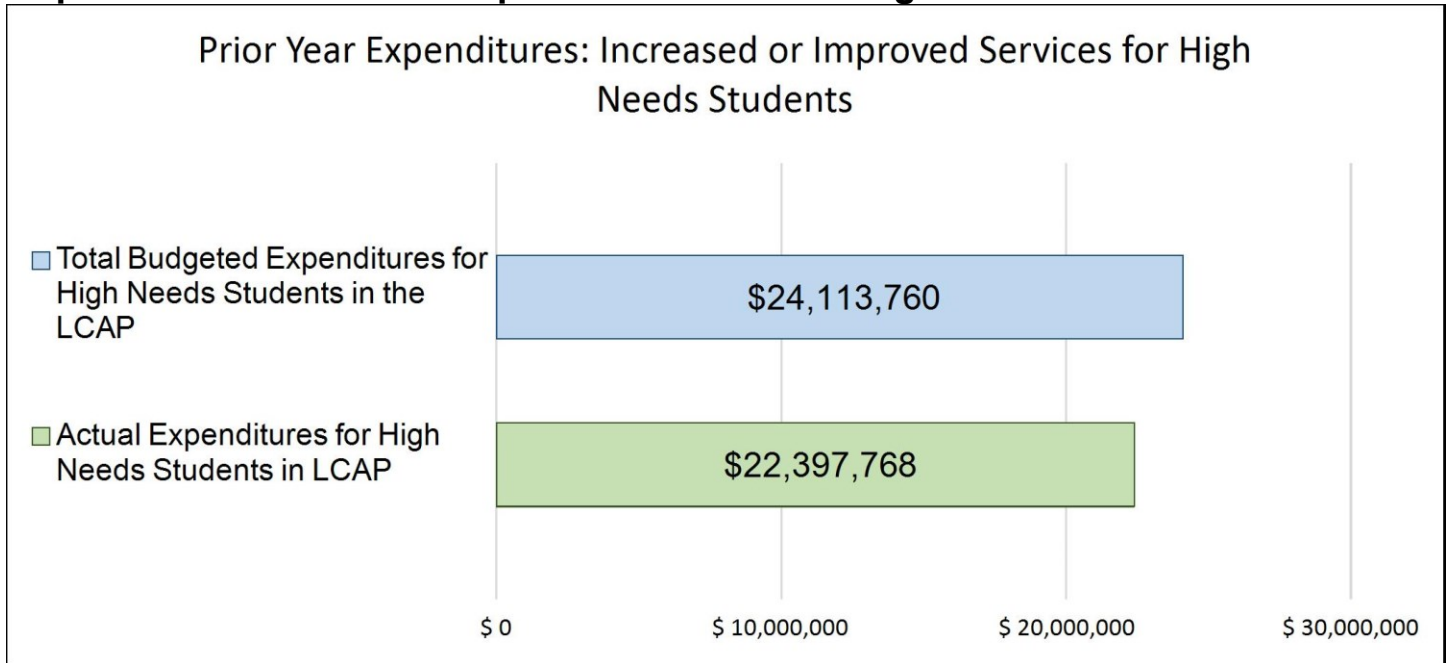
This chart compares what Coalinga-Huron Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Coalinga-Huron Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Coalinga-Huron Unified School District's LCAP budgeted $24,113,760 for planned actions to increase or improve services for high needs students. Coalinga-Huron Unified School District actually spent $22,397,768 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,715,992 had the following impact on Coalinga-Huron Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $-1,715,992 had the following impact on Coalinga Huron Unified School District's ability to increase or improve services for high needs students: CHUSD has continued to experience staffing issues for several years. The district plans to continue recruiting staff to implement the planned actions that our educational partners desire. We also saw the use of other funding sources impact the budget for our professional development actions depending on the type of training we were providing, as well as post-secondary awareness events.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coalinga-Huron Unified School District	Rhianna Gonzalez Director of Curriculum, Assessment, & Accountability	rlgonzalez@chusd.org (559) 935-7600

Goals and Actions

Goal

Goal #	Description
1	Goal 1 - Instruction: CHUSD will provide ALL students with a quality education that will prepare them to be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. State standards implemented as measured by State Reflection Tool. (Scored from 1-5)	2020-21 Providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework: Average score of 3.6 Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom: Average score of 3.9 Implementing policies or programs to support staff in identifying areas where they can	2021-22 Providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework: Average score of 3.61 Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom: Average score of 3.46 Implementing policies or programs to support staff in identifying areas where they can	2022-23 Providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework: Average score of 3.56 Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom: Average score of 3.63 Implementing policies or programs to support staff in identifying areas where they can	2023-24 Providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework: Average score of 3.53 Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework in the classroom: Average score of 3.71 Implementing policies or programs to support staff in identifying areas where they can	Average score of 4.75 in each section.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	improve in delivering instruction: Average score of 3.3 Implementing the academic standards adopted by the State Board of Education: Average score of 3.4	improve in delivering instruction: Average score of 3.3 Implementing the academic standards adopted by the State Board of Education: Average score of 3.65	improve in delivering instruction: Average score of 3.19 Implementing the academic standards adopted by the State Board of Education: Average score of 3.75	improve in delivering instruction: Average score of 3 Implementing the academic standards adopted by the State Board of Education: Average score of 3.29	
2. EL access to state standards/ELD standards as measured by State Reflection Tool. (Scored from 1-5)	2020-21 Average score of 3.6 for sections pertaining to ELA & ELD.	2021-22 Average score of 3.55 for sections pertaining to ELA & ELD. ELA: 3.7 ELD: 3.4	2022-23 Average score of 3.46 for sections pertaining to ELA & ELD. ELA: 3.6 ELD: 3.3	2023-24 Average score of 3.47 for sections pertaining to ELA & ELD. ELA: 3.49 ELD: 3.45	Average score of 4.5 in sections pertaining to ELA & ELD.
3. Percentage of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP.	2019-20 CAASPP scores not available for 2019-20 school year. 31% Source: Common Assessments from FastBridge Learning (aReading), Grade K-8	2020-21 All: 39.81% LI: 37.99% FY: N/A EL: 0% Source: CAASPP, Grade 11 All: 37% LI: N/A FY: N/A EL: N/A Source: Common Assessments from	2021-22 All: 22.86% LI: 20.2% FY: 12.5% EL: 5.61% Source: CAASPP	2022-23 All: 19.88% LI: 17.3% FY: N/A EL: 4.73% Source: CAASPP	Positive growth from baseline of 25% for all students including LI, FY, and EL in English Language Arts scores as measured by CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FastBridge Learning (aReading), Grades K-8			
4. Percentage of students scoring "Met" or "Exceeded" in Math as measured by CAASPP.	2019-20 CAASPP scores not available for 2019-20 school year. 34% Source: Common Assessments from FastBridge Learning (aMath)	2020-21 All: 14.49% LI: 11.67% FY: N/A EL: 0% Source: CAASPP, Grade 11 All: 38% LI: N/A FY: N/A EL: N/A Source: Common Assessments from FastBridge Learning (aMath), Grades K-8	2021-22 All: 10.67% LI: 9.39% FY: 0.0% EL: 3.38% Source: CAASPP	2022-23 All: 10.54% LI: 9.39% FY: N/A EL: 3.43% Source: CAASPP	Positive growth from baseline of 25% for all students including LI, FY, and EL in Math scores as measured by CAASPP.
5. Percentage of pupils with successful course completion of A-G courses. (Seniors who were A-G eligible.)	2019-20 All: 29.6% LI: 14.7% FY: N/A EL: 2.5% Source: Aeries Analytics, A-G LCAP Dashboard	2020-21 All: 28.4% LI: 26.4% FY: N/A EL: 4.7% Source: Aeries Analytics, A-G LCAP Dashboard	2021-22 All: 28.8% LI: 27.4% FY: N/A EL: 3.4% Source: Aeries Analytics, A-G LCAP Dashboard	2022-23 All: 28.4% LI: 27.7% FY: N/A EL: 10.1% Source: Aeries Analytics, A-G LCAP Dashboard	65% of all seniors A-G eligible, including LI, FY, and EL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6. CTE pathway completion. (Graduates who completed one or more pathways.)	2019-2020 81.5% Source: Aeries	2020-21 All: 54.1% LI: 52.4% FY: N/A EL: 30.9% Source: Aeries	2021-22 All: 63.2% LI: 57% FY: N/A EL: 25% Source: Local records	2022-23 All: 46.9% LI: 45.6% FY: N/A EL: 33% Source: California School Dashboard Additional Reports	99% of all high school graduates completing one or more CTE pathways, including LI, FY, and EL.
7. Percentage of English learners making progress towards English language proficiency as measured by California School Dashboard.	2018-19 COVID impacted student participation in 2019-20, therefore 2018-19 is reported as baseline. 42.8% Source: California School Dashboard	2020-21 33.25% Level 1: 29.01% Level 2: 37.75% Level 3: 25.71% Level 4: 7.54% Source: CAASPP via DataQuest	2021-22 38% Source: California School Dashboard	2022-23 43.4% Source: California School Dashboard	Yearly positive growth and have more than 40% of English Learners scoring a level 4.
8. EL reclassification rate as measured by prior year number of re-designated students.	2019-20 5% Source:DataQuest	2020-21 4.4% Source: DataQuest	2021-22 0.91% Source: DataQuest	2022-23 12.2% Source: DataQuest	25% EL reclassification rate.
9. Percentage of pupils scoring a "3" or higher on AP exams.	2019-20 74% Source: DataQuest	2020-21 All: 5.3% LI: 3.4% FY: N/A EL: 0.0%	2021-22 All: 44.4% LI: 51.1% FY: N/A EL: 25%	2022-23 All: 41.1% LI: 37.3% FY: N/A EL: 40%	85% of students scoring a "3" or higher on AP exams, including LI, FY, and EL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Aeries	Source: Local records	Source: Local records	
10. Percentage of pupils scoring "Ready" or higher in ELA on the EAP.	2019-20 15.27% Source: DataQuest All: 16.3% LI: 11.5% FY: N/A EL: 0% Source: Aeries Analytics, EAP Dashboard	2020-21 All: 11.9% LI: 11.5% FY: N/A EL: 0.0% Source: Aeries	2021-22 All: 11.9% LI: 11.4% FY: N/A EL: 0% Source: Aeries Analytics	2022-23 All: 20.1% LI: 16.4% FY: N/A EL: 0% Source: Aeries Analytics	35% of pupils scoring "Ready" or higher in ELA on the EAP, including LI, FY, and EL.
11. Percentage of pupils scoring "Ready" or higher in Math on the EAP.	2019-20 1.08% Source: DataQuest All: 1.2% LI: 0% FY: N/A EL: 0% Source: Aeries Analytics, EAP Dashboard	2020-21 All: 2.1% LI: 1.3% FY: N/A EL: 0% Source: Aeries	2021-22 All: 2.1% LI: 1.3% FY: N/A EL: 0% Source: Aeries Analytics	2022-23 All: 1.3% LI: 0.63% FY: N/A EL: 0% Source: Aeries Analytics	10% of all pupils scoring "Ready" or higher in Math on the EAP, including LI, FY, and EL.
12. Student access and enrollment to a broad course of study as measured by	2019-20 100% access at all school sites	2020-21 100% access at all school sites	2021-22 100% access at all school sites	2022-23 100% access at all school sites	100% access to a broad course of study at all school sites for all students including LI, FY, and EL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
analysis of school site master schedule.	24% students in grades 9-12 enrolled in AP courses Source: CALPADS 3.9 40% students in grades 7-12 enrolled in elective courses Source: CALPADS 3.6	Students in grades 9-12 enrolled in AP courses All: 12% Source: CALPADS 3.9 Students in grades 7-12 enrolled in elective courses All: 60% Source: CALPADS 3.6	Students in grades 9-12 enrolled in AP courses All: 13.97% Source: CALPADS 3.9 Students in grades 7-12 enrolled in elective courses All: 66% Source: CALPADS 3.6	Students in grades 9-12 enrolled in AP courses All: 12% Source: CALPADS 3.9 Students in grades 7-12 enrolled in elective courses All: 68% Source: CALPADS 3.6	50% of all students enrolled in AP courses, including LI, FY, and EL. 75% of all students enrolled in elective courses, including LI, FY, and EL.
13. Percentage of students participating in the California State Physical Fitness Test (PFT). Formerly: Percentage of students scoring a "Met" or "Exceeded" as measured by the California State Physical Fitness Test (PFT).	2019-20 Body Composition Grade 5: 47.4% Grade 7: 50.3% Grade 9: 47.5% Source: District PFT Report	2020-21 PFT not administered in 2020-21.	2021-22 Body composition is no longer reported. Participation All Grades: 91% Grade 5: 93% Grade 7: 87% Grade 9: 94% Source: District PFT Report	2022-23 Participation All Grades: 98% Grade 5: 99% Grade 7: 99% Grade 9: 96% Source: District PFT Report	95% participation rate for all grades.
14. Graduation rate as measured by four-year adjusted cohort data.	2019-20 82.3% Source: DataQuest	2020-21 All: 78.4% LI: 76.6% FY: N/A EL: 61.7%	2021-22 All: 88.3% LI: 88.9% FY: N/A EL: 73.9%	2022-23 All: 88.1% LI: 87.4% FY: N/A EL: 76.9%	90% of all students in the adjusted four-year cohort, including LI, FY, and EL.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: DataQuest	Source: DataQuest	Source: DataQuest	
15. Percent of high school seniors who are both A-G ready and have completed a CTE pathway.	2019-20 17% Source: Aeries	2020-21 All: 20.3% LI: 18.9% FY: N/A EL: 8.6% Source: DataQuest	2021-22 All: 28.4% Source: Local records All: 21.3% LI: 18.8% FY: N/A EL: 3.9% Source: California School Dashboard	2022-23 All: 17% LI: 16.3% FY: N/A EL: 7.1% Source: California School Dashboard Additional Reports	45% of all students both A-G ready and have completed a CTE pathway, including LI, FY, and EL.

Goal Analysis

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

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

According to an analysis of our educational partner feedback and our metrics, Coalinga-Huron Unified was able to implement 18 of 18 actions in Goal 1.

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

The following actions were implemented according to plan:
1.8-Educational Opportunities Outside of School
1.9-Library Services
1.12-Targeted Reading Intervention
1.13-Education Services Staff
1.18-Physical Fitness Test
No substantive difference in planned action compared to actual implementation.

Challenges: The district did experience challenges in hiring for some positions resulting in material differences for certain actions that required additional staff. We also saw the use of other funding sources impact the budget for our professional development actions depending on the type of training we were providing. Student attendance continues to impact targeted interventions. The district also recognizes that an increase in material and supply costs has created substantive differences for a few of our actions.

The following actions were implemented but show material differences:
1.1-CTE Participation (CTE teachers increases to salaries)
1.2-Access to Visual and Performing Arts (music teacher at Huron Middle School and art teacher at Coalinga Middle School unable to hire)
1.3-Targeted Intervention (PE teacher in Huron late hire)
1.4-Alternative Education Program (teachers and support staff unable to hire)
1.5-STEM (use of other one-time funds for materials and supplies)
1.6-SEAL Early Literacy & BeGlad Language Enrichment (SEAL coaches increases to salaries)
1.7-Advanced Placement Courses (AP Math teacher at Coalinga High School unable to hire)
1.10-Cloud-Based Learning Management System (increase of subscription cost)
1.11-College and Career Readiness Supplemental Materials (use of other one-time funds for materials)
1.14-Professional Development for all Certificated Staff (use of other one-time funds for professional development)
1.15-Site-Specific Professional Development (increased costs for materials)
1.16-Instructional Support (intervention teachers and academic coaches increases to salaries)
1.17-Educational Technology (school site technology aides in both Coalinga and Huron unable to hire or late hires)

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

Due to staffing shortages and difficulty in recruiting enough applicants, the District experienced a delay in hiring for some positions resulting in over-budgeting for the following actions:
1.2-Access to Visual and Performing Arts (music teacher at Huron Middle School and art teacher at Coalinga Middle School)
1.3-Targeted Intervention (elementary PE teacher in Huron)
1.4-Alternative Education Program (teachers and support staff)
1.7-Advanced Placement Courses (AP Math teacher at Coalinga hIgh School)
1.17-Educational Technology (school site technology aides in both Huron and Coalinga)
CHUSD has continued to experience staffing issues for several years. We plan to continue recruiting staff to implement the planned actions that our educational partners desire.

Due to the use of other funds, including one-time monies, the following actions were over-budgeted:
1.5-STEM (materials and supplies)

1.11-College and Career Readiness Instruction Materials (materials)
1.14-Professional Development for All Certificated Staff (contracts)
CHUSD will communicate with school sites regarding use of LCAP funds for these services and materials.

The following actions were under-budgeted due to district-wide increases in staff salaries and will be adjusted accordingly:
1.1-CTE Participation (CTE teachers)
1.6-SEAL Early Literacy and BeGlad Language Enrichment (SEAL coaches)
1.16-Instructional Support (intervention teachers and academic coaches)

The following actions were under-budgeted due to increased materials and systems costs and will be adjusted accordingly:
1.10-Cloud-Based Learning Management System (LMS)
1.15-Site-Specific Professional Development (materials)

These actions had a financial impact on LCAP funds.

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

The metrics and actions in Goal 1 helped make progress towards CHUSD's goal: To support student progress in meeting the goal to improve student engagement, increase their participation in career and elective courses, and to increase perceptions of positive school climate.

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

Action: 1.1 CTE Participation

Metric 1.6 CTE Pathway Completion
2020-2021: 54.1% (All), 30.9% (EL)
2021-2022: 63.2% (All), 21.4% (EL)
2022-2023: 46.9% (All), 33% (EL)

Metric 1.15 A-G Ready and CTE Pathway Completed
Baseline: 17% (All)
2020-2021: 20.3% (All), 8.6% (EL)
2021-2022: 21.3 % (All), 3.9% (EL)
2022-2023: 17% (All), 7.1% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, CTE supplemental materials, teachers and training produced mixed results. Over the past three years the district's EL students have made overall gains in CTE pathway completion rates but saw dips in achievement during the 2021-2022 year. The completion rates rebounded the following year to surpass the previous year's rates with the exception of the percentage of EL students successfully completing a CTE pathway and A-G course completion. According to our educational partner feedback, 25% of student respondents do not know what CTE is or what pathways are offered at Coalinga High School and our Low Income and English Learner parents need support in understanding CTE courses and how they can support their student/s. Due to these dips in completion rates and our educational partner feedback, a strengthened approach is needed. The district will carry this action into the next three-year plan using the following strengthened approach: Coalinga High School will host a CTE event to showcase and educate students and parents on the courses/pathways offered. This event will be designed to encourage as many parents and students to attend by hosting at a convenient time, providing transportation between our communities, and providing translated materials and presentations, as well as, a digital presentation of all courses/pathways to be shared through parent communication systems for those who could not attend.

Action: 1.2 Access to Visual and Performing Arts

Metric 1.12 Access and Enrollment in Broad Course of Study
Baseline access: 100%
Baseline 6-12 elective enrollment: 40%
2020-2021 access: 100%
2020-2021 6-12 elective enrollment: 60%
2021-2022 access: 100%
2021-2022 6-12 elective enrollment: 66%
2022-2023 access: 100%
2022-2023 6-12 elective enrollment: 68%

Effectiveness of Action: Effective

Analysis: According to the cited metrics, access to visual and performing arts has consistently increased over the past three years. Secondary school sites Master Schedules have provided 100% access to a broad course of study and the percentage of students in grade 6-12 enrolled in elective courses, including visual and performing arts courses, has increased from 40% at the baseline to 68% in 2022-2023. The portion of metric 12 which records the percentage of 9-12 grade students enrolled in Advanced Placement (AP) courses was not considered in the effectiveness of this action as it is not relevant to the goal of increasing access to visual and performing arts courses. This metric will be adjusted for the upcoming three-year plan. The district will carry this action into the next three-year plan.

Action: 1.3 Targeted Intervention

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)
2022-2023: 17.3% (LI) 4.73% (EL)

Metric 1.4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our targeted intervention action has been somewhat effective in increasing CAASPP Met and Exceeded standards scores. Overall, we see an increase for our English Learner population of 3.43% in Math and 4.73% in ELA. On the other hand, our Low Income student population showed a slight decline in Math from 11.6% to 9.39% and a more significant decline in ELA from 37.99% to 17.3%. The data proves that a strengthened approach is needed for this action. The district will carry this action into the next three-year plan with the following new strengthened approach: Elementary site administrators will be responsible for ensuring that targeted intervention is taking place with fidelity by keeping record of students in each class attending sessions and their progress. The district will provide a designated Intervention Teacher at Coalinga High School to provide targeted intervention in the areas of Math and ELA, based on student need, during the school day as part of the master schedule.

Action: 1.4 Alternative Education Program

Metric 1.5 A-G Completion
Baseline: 14.7% (LI), 2.5% (EL)
2020-2021: 22.4% (LI), 12.3% (EL)
2021-2022: 20.7% (LI), 3.9% (EL)
2022-2023: 21.8% (LI), 9.8% (EL)

Metric 1.14 Graduation Rate
2020-2021: 76.6% (LI), 61.7% (EL)
2021-2022: 88.3% (LI), 73.9% (EL)
2022-2023: 88.1% (LI), 76.9% (EL)

Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, the Alternative Education Program has mixed results when it comes to increasing graduation rates and A-G course completion rates for our English learner and low income students. Over the past three years, these subgroups have made overall progress in graduation but have also experienced notable dips in achievement in A-G course completion rates. Both low income and English learner students increased these A-G completion rates from the baseline but were lower in the 2021-2022 and 2022-2023 years than in the 2020-2021 year. While these metrics show that the action is mostly effective, a strengthened approach is needed to realize consistent increases in graduation rates and A-G course completion rates for our Alternative Education Program students. The district will carry this action into the next three-year plan using the following new strengthened approach: Develop programs that increase low income and English learner student engagement, such as project-based learning, extracurricular activities, and college/career readiness workshops. Recognize and reward milestones to keep students motivated. The district will also encourage and facilitate parental involvement and create strong partnerships with community organizations that can provide additional resources and support for students and their families.

Action: 1.5 STEM

Metric 1.4 CAASPP Math Met and Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our STEM action was somewhat effective in increasing CAASPP Math results. Notably our English Learners increased by 3.43% their met or exceeded standard. However, our Low Income students decreased by 2.2% their met or exceeded standard scores. The data shows that a strengthened approach is required. In the next three-year plan, we will include CAST scores and local math benchmark assessment scores as metrics to measure the effectiveness of this action. The district will carry this action into the next three-plan with the following new strengthened approach: CHUSD will provide a district math instructional coach as well as partner with Fresno County Superintendent of Schools to provide comprehensive training in best instructional practices and strategies to improve math and science achievement.

Actions: 1.6 SEAL & Be GLAD

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 0% (EL)
2021-2022: 5.61% (EL)
2022-2023: 4.73% (EL)

Metric 1.7 EL Progress Toward English Proficiency
2020-2021: 33.25%
2021-2022: 38%
2022-2023: 43.4%

Metric 1.8 EL Reclassification Rate
2020-2021: 4.4%
2021-2022: 0.91%
2022-2023: 12.2%

Effectiveness of Action: Effective

Analysis: According to the cited metrics, SEAL and BeGlad have been effective in supporting our English Learners to gain English Proficiency, increase rates of reclassification, and increase CAASPP ELA scores in the met and exceeded standard categories. Particularly noteworthy are the 10% increase in progress toward English proficiency and the almost tripled percentage of English Learners being reclassified as English proficient. The district will carry this action into the next three-year plan, however, actions that provide interrelated services for our students, like 1.6, 1.12, and 1.16, will be combined. These actions have all shown to be effective or somewhat effective with a few inconsistencies in data that we believe can be addressed by creating one cohesive and collaborative action instead of working in three separate areas.

Intervention and Instructional Support Actions

Action 1.12 Targeted Reading Intervention

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)
2022-2023: 17.3% (LI) 4.73% (EL)

Metric 1.4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Action 1.16 Instructional Support

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)
2022-2023: 17.3% (LI) 4.73% (EL)

Metric 1.4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our targeted reading intervention and instructional support actions have been somewhat effective in increasing CAASPP Met and Exceeded standards scores. Overall, we see an increase for our English Learner population of 3.43% in Math and 4.73% in ELA. On the other hand, our Low Income student population showed a slight decline in Math from 11.6% to 9.39% and a more significant decline in ELA from 37.99% to 17.3%. The data proves that a strengthened approach is needed for this action. The district will carry this action into the next three-year plan with the following new strengthened approach: In an effort to focus our goals and actions that provide interrelated services for our students, the district will combine actions 1.6, 1.12, 1.16. These actions have all shown to be effective or somewhat effective with a few inconsistencies in data that we believe can be addressed by creating one cohesive and collaborative action instead of working in three separate actions. We will also provide comprehensive training in the teaching of reading for our instructional coaches so they can provide support to our teachers in the classrooms with research based skills and strategies.

Action: 1.7 Advanced Placement Courses

Metric 1.9 Percentage of Pupils scoring 3 or higher on AP Exams
2020-2021: 3.4% (LI), 0% (EL)
2021-2022: 51.1% (LI), 25% (EL)
2022-2023: 37.3% (LI), 40% (EL)

Metric 1.12 Percentage of 9-12 pupils enrolled in AP courses
2020-2021: 12% (All)
2021-2022: 13.97% (All)
2022-2023: 12% (All)

Effectiveness of Actions: Somewhat Effective

Analysis: According to the cited metrics, this action targeting participation and success in Advanced Placement courses was somewhat effective. Overall, the percentage of students enrolled in AP courses has stayed stagnant but the rate at which our low income and English learner students enrolled in AP courses pass the exam with a 3 or higher has drastically increased to 37.3% and 40% from 3.4% and 0% respectively. The lack of an increase in enrollment shows that a strengthened approach is needed to support this area. The district will carry this action into the next three-year plan with the following new strengthened approach: The district will implement a proactive AP outreach and support program that specifically targets underrepresented and potentially high-achieving students. This program would aim to identify, encourage, and support students who have the potential to succeed in AP but may not currently be considering or enrolling in them.

Action: 1.8 Educational Opportunities Outside of School

Metric 2.8 Percentage of students who feel safe and connected as measured by the California Healthy Kids Survey (CHKS)
2021-2022: 67% (safe), 46% (connected)
2022-2023: 82% (safe), 59% (connected)-local survey
2023-2024: 74% (safe), 43% (connected)

Effectiveness of Actions: Mostly Effective

Analysis: According to the cited metrics and educational partner feedback, Educational Opportunities outside of school produce engagement and connection to school. Over the three year span of this plan, student sense of connection to school has decreased 3% and students feeling safe at school has increased 7% as measured by the California Healthy Kids Survey. However, in the year 2022-2023 the district used a local survey in place of CHKS as we had historically only administered CHKS every other year. We attribute the increase in 2022-2023 and then decrease in 2023-2024 to the use of different survey formats as we see the same trend in the percentage of students who feel safe at school reports. The district will carry this action into the next three-year plan with the approach of using the same survey to have consistent metrics of effectiveness.

Action: 1.9 Library Services

Metric 3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)
2022-2023: 17.3% (LI) 4.73% (EL)

Metric 4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our Library Services action was somewhat effective at increasing student scores on CAASPP ELA and Math. English learners saw an increase of 4.73% Met or Exceeded standard on CAASPP ELA and an increase of 3.43% Met or Exceeded standard on CAASPP Math. However, our low income students decreased by 20% and 2% of students scoring Met or Exceeded standard on CAASPP ELA and Math respectively. These decreases prove that a strengthened approach is needed for this action to be fully effective. The achievement on the CAASPP Math assessments will not be included in the next plan as a metric for this action as it will focus solely on increasing literacy skills and reading levels. The metric to measure effectiveness will be our local literacy skill and reading benchmark assessments, as well as CAASPP ELA scores. The district will carry this action into the next three-year plan with the following

new strengthened approach: The district will ensure that all books in the five district libraries are labeled with reading levels that correlate to the reading levels given on our local literacy skill and reading benchmark assessments, therefore, providing students with texts at their level to read. Students are familiar with the reading level scores given on the benchmark assessments so will easily understand the labeling on library books. We will also ensure that the opportunity to assess low income and English learner students' comprehension of books read is provided in the libraries, resulting in earning rewards to encourage student participation.

Educational Technology Actions

Action 1.10 Cloud BasedLearning Management system

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)
2022-2023: 17.3% (LI) 4.73% (EL)

Metric 1.4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Action: 1.17 Educational Technology

Metric 1.10 Percentage of pupils scoring "Ready" or higher in ELA on the EAP
Baseline: 11.5% (LI), 0% (EL)
2020-2021: 11.5% (LI), 0% (EL)
2021-2022: 11.4% (LI), 0% (EL)
2022-2023: 16.4% (LI), 0% (EL)

Metric 1.11 Percentage of pupils scoring "Ready" or higher in Math on the EAP
Baseline: 0% (LI), 0% (EL)
2020-2021: 1.3% (LI), 0% (EL)
2021-2022: 1.3% (LI), 0% (EL)
2022-2023: 0.63% (LI), 0% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our educational technology and cloud based learning management systems actions produced somewhat effective results on the CAASPP ELA and Math scores as well as the percentage of students scoring "Ready" or higher on the EAP in ELA and Math. Our low income student population increased slightly in the percentage of students scoring "Ready" or higher on EAP in Math and ELA with some years of stagnant growth in between, while they decreased in the percentage of students scoring met or exceeded standard on both the CAASPP ELA and Math assessments. However, our English learner population showed growth in percentage of students scoring met or exceeded standard on CAASPP ELA and Math, while showing zero improvement on EAP in Math and ELA. This data proves that a strengthened approach is necessary. In an effort to focus our goals and actions that provide interrelated services for our students, the district will combine actions 1.10 and 1.17. These actions have shown to be somewhat effective with inconsistencies in data that we believe can be addressed by creating one cohesive and collaborative action instead of working in two separate actions. The metrics to measure whether or not this action is effective in the next three-year plan will include metric 1.1 implementation and access to state standards and adopted curriculum and 1.2 English learner access to state standards in addition to ELA and Math EAP. The district will carry these actions into the next three-year plan as one action with the following new strengthened approach: The district will implement a personalized learning program that leverages these technologies to tailor instruction to individual student needs and monitor their progress in real-time by utilizing the analytics capabilities of cloud-based LMS to track student performance and identify areas where students struggle. Teachers can use this data to inform their instruction, providing targeted interventions and support where needed.

Action: 1.11 College and Career Readiness Supplemental Materials

Metric 1.5 Percentage of pupils with successful course completion in A-G courses, College and Career Readiness Indicator
Baseline: 14.7% (LI), 2.5% (EL)
2020-2021: 22.4% (LI), 12.3% (EL)
2021-2022: 20.7% (LI), 3.9% (EL)
2022-2023: 21.8% (LI), 9.8% (EL)

Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our College and Career readiness action was mostly effective. While overall our low income and English learner students increased their successful completion of A-G courses from the baseline results, there were notable dips in improvement during the 2021-2022 and 2022-2023 school years in comparison to the marked improvements in the 2020-2021 year. These varying results show a need for a strengthened approach to realize consistent increases in A-G course completion rates. Finally, while results have not been available for the past few years, the 2023 Dashboard showed a rating of Very Low for the CCI Indicator, further demonstrating our need to evaluate our approach. The district will carry this action into the next three-year plan with the following strengthened approach: In an effort to focus our goals and actions that provide interrelated services for our students, the district will combine actions 1.11, 2.2 and 2.4. These actions have all shown to be effective or mostly effective with a few inconsistencies in data that we believe can be addressed by creating one cohesive and collaborative action instead of working in three separate areas.

Action: 1.13 Educational Services Staff

Metric 2.7 Suspension rate as measured by percentage of students with at least one day of suspension
2021-2022: 6% (LI), 17.1% (FY), 6.7% (EL)
2022-2023: 7% (LI), 20% (FY), 8.3% (EL)

Effectiveness of Action: Not Effective

Analysis: According to the cited metrics, our Educational Service Staff action was not effective in reducing suspension rates over the three year span of this plan. In contrast to our desired outcome of no more than 3% of all students, including our unduplicated populations, having at least one day of suspension we saw an increase from the baseline of 4.5% for all students to 6.6% of all students as well as increase for our Low Income, Foster Youth and English Learner populations. These increases call for a strengthened approach to this action. The district will carry this action into the next three-year plan with the following new strengthened approach: The district will provide comprehensive professional development on restorative justice principles and practices for the Assistant Principals so they can lead and implement restorative justice practices across the schools in the district. Restorative Justice focuses on repairing harm and restoring relationships rather than punitive measures. By training assistant principles to become champions of restorative justice, they will play a pivotal role in transforming school discipline policies and practices.

Professional Development Actions

Action: 1.14 Professional Development for all Certificated Staff

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)
2022-2023: 17.3% (LI) 4.73% (EL)

Metric 1.4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Action: 1.15 Site Specific Professional Development

Metric 1.3 CAASPP ELA Met or Exceeded
2020-2021: 37.99% (LI), 0% (EL)
2021-2022: 20.2% (LI), 5.61% (EL)

2022-2023: 17.3% (LI) 4.73% (EL)

Metric 1.4 CAASPP Math Met or Exceeded
2020-2021: 11.6% (LI), 0% (EL)
2021-2022: 9.39% (LI), 3.38% (EL)
2022-2023: 9.39% (LI), 3.43% (EL)

Effectiveness of Action: Somewhat Effective

Analysis: According to the cited metrics, our professional development actions have been somewhat effective in producing an increase in CAASPP ELA and Math scores. English Learners saw an increase of 4.73% Met or Exceeded standard on CAASPP ELA and an increase of 3.43% Met or Exceeded standard on CAASPP Math. However, our Low Income students decreased by 20% and 2% of students scoring Met or Exceeded standard on CAASPP ELA and Math respectively. These decreases prove that a strengthened approach is needed for this action to be fully effective. The metric which measures the effectiveness of these actions will be adjusted to metric 1.1 implementation and access to state standards and adopted curriculum. The district will carry these actions into the next three-year plan with the following new strengthened approach: The district will ensure that professional development includes aligning curriculum and instruction with state standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also train teachers on how to use these protocols to drive instructional decisions and develop action plans for addressing identified gaps..

Action: 1.18 Physical Fitness
Metrics: 1.13 Percentage students participating in the Physical Fitness Test (PFT)
2021-2022: 91% (All), 93% (Grade 5), 87% (Grade 7), 94% (Grade 9)
2022-2023: 98% (All), 99% (Grade 5), 99% (Grade 7), 96% (Grade 9)
Effectiveness of Actions: Effective

Analysis: According to the cited metrics, this action has increased participation in the annual Physical Fitness Test in all three tested grade levels and district wide. Our desired outcome for this action was to reach 95% participation by 2023-24, we have surpassed this goal district wide and in each grade level that participates. The district will carry this action into the next three-year plan.

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.

The following ACTIONS have been adjusted for Goal 1:
1.3-Added and intervention teacher for CHS.
1.5-Moved district math coach from 1.16 to this action
1.6-Moved district literacy coach and EL intervention teachers from 1.16 to this action, moved reading intervention aides from 1.12 to this action.
1.8-Moved this action to Goal 2 Culture and Climate, now 2.2.
1.9-now 1.8
1.10-combined this action with educational technology action, 1.17
1.11-now 1.9, moved post-secondary opportunities action from Goal 2 to this action.
1.12-combined with 1.6
1.13-moved to Goal 2 Culture and Climate, now 2.4
1.14-now 1.10
1.15-now 1.11
1.16-moved Assistant Principal to 2.4, moved district literacy coach and EL intervention teachers to 1.6, moved district math coach to 1.5. Eliminated this action
1.17-now 1.12, moved 1.10 to this action
1.18-now 1.13

The following METRICS have been adjusted for Goal 1:
1.9 - Moved AP participation rates from 1.12
The data source for CTE pathway completion (1.6) was changed to the CA School Dashboard to promote transparency for educational partners. This change will continue going forward.
Disaggregated data was added for A-G completion rates (1.5), A-G and CTE completion rates (1.15), and EAP rates for ELA and Math (1.3 and 1.4) to increase transparency.
Added "All grades" to PFT participation rates (1.13)

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	Goal 2 - Culture and Climate: CHUSD will maintain an inviting and safe environment conducive to learning for ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Middle school dropout rate.	2019-20 0.09% Source: Aeries	2020-21 All: 0% LI: 0% FY: 0% EL: 0% Source: CALPADS	2021-22 All: 0.25% LI: 0.25% FY: 0% EL: 0.25% Source: CALPADS	2022-23 All: 0.09% LI: 0% EL: 0% Source: CALPADS	0% of students in middle school dropping out as well as low-income, foster youth, and English learners.
2. High school dropout rate.	2019-20 3.1% Source: Aeries	2020-21 All: 2.22% LI: N/A FY: N/A EL: N/A Source: CALPADS	2021-22 All: 3.24% LI: 3.2% FY: 0% EL: 1.15% Source: CALPADS	2022-23 All: 1.98% LI: 1.78% EL: 3.02% Source: CALPADS	No more than 1.5% of all students in high school dropping out, including low-income, foster youth, and English learners.
3. Parent engagement as measured by either (1) information collected through surveys of	2020-21 School actively seeks the input of parents	2021-22 School actively seeks the input of parents	2022-23 CHKS is not administered every year, for 2022-23 a	2023-24 School actively seeks the input of parents	90% of parents surveyed "Agree" or "Strongly Agree" in both areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents/guardians or (2) other local measures.	before making important decisions: 51% of parents surveyed "Agree" or "Strongly Agree" School allows input and welcomes parent contributions: 67% of parents surveyed "Agree" or "Strongly Agree" Source: California School Parent Survey	before making important decisions: 63% of parents surveyed "Agree" or "Strongly Agree" School allows input and welcomes parent contributions: 75% of parents surveyed "Agree" or "Strongly Agree" Source: California School Parent Survey, Page 14	survey via Panorama was administered. School actively seeks the input of parents before making important decisions: 55.9% of parents surveyed "Agree" or "Strongly Agree" School allows input and welcomes parent contributions: 77.1% of parents surveyed "Agree" or "Strongly Agree" Source: Panorama	before making important decisions: 68% of parents surveyed "Agree" or "Strongly Agree" School allows input and welcomes parent contributions: 81% of parents surveyed "Agree" or "Strongly Agree" Source: California School Parent Survey	
4. Attendance rate as measured by district average attendance.	2019-20 Data for 2019-20 was impacted by COVID. Data below reflects numbers prior to the closure of schools. 94.79% Source: Aeries	2020-21 All: 89.5% LI: 88.67% FY: 79.46% EL: 88.9% Source: Aeries	2021-22 All: 78.6% LI: 77.8% FY: 80.2% EL: 78.2% Source: FCSS Integrated Data Systems	2022-23 All: 90.62% LI: 91.25% FY: 87.79% EL: 91.09% Source: Aeries	98% average attendance district-wide for all students as well as low-income, foster youth, and English learners.
5. Chronic absenteeism rate as measured by students	2018-19	2020-21	2021-22 All: 45.7%	2022-23 All: 31.2%	5% of all students considered chronically absent, including low-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with 10% or more absences.	Data for 2019-20 was impacted by COVID so 2018-19 was used as baseline. 11.9% Source: California School Dashboard All: 15.5% LI: 16.6% FY: 34.3% EL: 14.4% Source: DataQuest	Data for 2020-21 was not available on the California School Dashboard. All: 34.4% LI: 35.8% FY: 52% EL: 37% Source: Aeries Analytics All: 36.8% LI: 38.9% FY: 52.9% EL: 38.5% Source: DataQuest	LI: 47.3% FY: N/A EL: 45.1% Source: California School Dashboard All: 45.8% LI: 47.4% FY: 62.2% EL: 47.7% Source: DataQuest	LI: 32.5% FY: 48.6% EL: 28.1% Source: California School Dashboard All: 33.5% LI: 34.8% FY: 52% EL: 32.8% Source: DataQuest	income, foster youth, and English learners.
6. Expulsion rate as measured by percentage of unduplicated students expelled.	2019-20 DataQuest did not have accurate data. 0.19% Source: Local records	2020-21 All: 0.02% LI: N/A FY: NA EL: N/A Source: DataQuest	2021-22 All: 0.0% LI: 0.0% FY: 0.0% EL: 0.0% Source: FCSS Integrated Data Systems	2022-23 All: 0.0% LI: N/A FY: NA EL: N/A Source: DataQuest	0% of students expelled as well as low-income, foster youth, and English learners.
7. Suspension rate as measured by percentage of students with at least one day of suspension.	2019-20 4.5% Source: DataQuest	2020-21 All: 0.01% LI: N/A FY: N/A EL: N/A	2021-22 All: 5.8% LI: 6% FY: 17.1% EL: 6.7%	2022-23 All: 6.6% LI: 7% FY: 20% EL: 8.3%	No more than 3% of all students with at least one day of suspension, including low-income, foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: DataQuest	Source: DataQuest	Source: DataQuest	youth, and English learners.
8. Percentage of students who feel safe and connected as measured by the California Healthy Kids Survey (CHKS).	2019-20 COVID had an impact on students feeling safe at school. Safe: 46% Connected: 51.7% of secondary students Source: CHKS	2021-22 Safe: 67% Source: CHKS, CHUSD Elementary Schools, Page 3 Connected: Grade 7: 50% Grade 9: 42% Grade 11: 47% Source: CHKS, CHUSD Secondary Schools, Page 3	2022-23 CHKS is not administered every year, for 2022-23 a survey via Panorama was administered. Safe: 82% of elementary students Connected: 59% of secondary students Grade 7: 50% Grade 9: 56% Grade 11: 71% Source: Panorama	2023-24 Safe: 74% Source: CHKS, CHUSD Elementary Schools Connected: 43% of secondary students Grade 7: 42% Grade 9: 44% Grade 11: Not Surveyed Source: CHKS, CHUSD Secondary Schools	90% of elementary students feeling safe. 75% of secondary students, in all grades, feeling connected. 75% of staff members feeling safe. 75% of parents feeling safe.

Goal Analysis

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

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

According to an analysis of our educational partner feedback and our metrics, Coalinga-Huron Unified was able to implement 6 of 6 actions in Goal 2.

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

The following actions were implemented according to plan:
2.1-District Sports Programs
2.5-Child Welfare and Attendance
No substantive difference in planned action compared to actual implementation.

Challenges: The district did experience challenges in hiring for some positions resulting in material differences for certain actions that required additional staff. We also saw the use of other funding sources impact the budget for our college awareness action for transportation costs to events.

The following actions were implemented but show material differences:
2.2-College and Post-Secondary Opportunities (use of other one-time funds for transportation to college campuses)
2.3-Campus Safety (2 security liaisons at CHS unable to hire or late hire)
2.4-Counseling Services (counselors at CHS late hire)
2.6-Wellness Initiative (3 social workers unable to hire or late hire)

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

Due to staffing shortages and difficulty in recruiting enough applicants, the District experienced a delay in hiring for some positions resulting in over-budgeting for the following actions:
2.3-Campus Safety (2 security liaisons at CHS)
2.4-Counseling Services (counselors at CHS)
2.6-Wellness Initiative (3 social workers)
CHUSD has continued to experience staffing issues for several years. We plan to continue recruiting staff to implement the planned actions that our educational partners desire.

Due to the use of other funds, including one-time monies, the following actions were over-budgeted:
2.2-College and Post-Secondary Opportunities (transportation to college campuses)
CHUSD will communicate with school sites regarding use of LCAP funds for these services and materials.

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

The metrics and actions outlined in Goal 2 helped make progress towards CHUSD's goal: To maintain and inviting and safe environment conducive to learning for all students.

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

Action: 2.1 District Sports Programs

Metric 2.5 Chronic Absenteeism
2021-2022: 47.4% (LI), 62.2% (FY), 47.7% (EL)
2022-2023: 34.8% (LI), 52% (FY), 32.8% (EL)

Effectiveness of Action: Effective

Analysis: According to the cited metrics, our District Sports Programs were effective in reducing chronic absenteeism rates for our Low Income, Foster Youth, and English Learners. Each subgroup reduced chronic absenteeism by 10% or more between 2021-2022 and 2022-2023 school years. The district will carry this action into the next three-year plan.

Action 2.2 College and Post-SecondaryOpportunities

Metric 1.5 Percentage of pupils with successful course completion in A-G courses
Baseline: 14.7% (LI), 2.5% (EL)
2020-2021: 22.4% (LI), 12.3% (EL)
2021-2022: 20.7% (LI), 3.9% (EL)
2022-2023: 21.8% (LI), 9.8% (EL)

Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our College and Post-Secondary Opportunities action was mostly effective. While overall our Low Income and English Learner students increased their successful completion of A-G courses from the baseline results, there were notable dips in improvement during the 2021-2022 and 2022-2023 school years in comparison to the marked improvements in the 2020-2021 year. These varying results show a need for a strengthened approach to realize consistent increases in A-G course completion rates. The district will carry this action into the next three-year plan with the following strengthened approach: In an effort to focus our goals and actions that provide interrelated services for our students, the district will combine actions 1.11, 2.2 and 2.4. These actions have all shown to be effective or mostly effective with a few inconsistencies in data that we believe can be addressed by creating one cohesive and collaborative action instead of working in three separate areas.

Action: 2.3 Campus Safety

Metric 2.8 Percentage of students who feel safe and connected as measured by the California Healthy Kids Survey (CHKS)
2021-2022: 67% (safe), 46% (connected)
2022-2023: 82% (safe), 59% (connected)-local survey
2023-2024: 74% (safe), 43% (connected)

Effectiveness of Actions: Mostly Effective

Analysis: According to the cited metrics and educational partner feedback, our campus safety action produced engagement and connection to school. Over the three year span of this plan, student sense of connection to school has decreased 3% and students feeling safe at school has increased 7% as measured by the California Healthy Kids Survey. However, in the year 2022-2023 the district used a local survey in place of CHKS as we had historically only administered CHKS every other year. We attribute the increase in 2022-2023 and then decrease in 2023-2024 to the use of different survey formats as we see the same trend in the percentage of students who feel safe at school reports. The district will carry this action into the next three-year plan with the approach of using the same survey to have consistent metrics of effectiveness.
Action 2.4 Counseling Services

Metric 1.14 Graduation Rate
2020-2021: 78.4% (All), 76.6% (LI), 61.7% (EL)
2021-2022: 88.3% (All), 88.9% (LI), 73.9% (EL)
2022-2023: 88.1% (All), 87.4% (LI), 76.9% (EL)

Effectiveness of Action: Effective

Analysis: According to the cited metrics, our Counseling Services action was effective. Our Low Income and English Learner students have consistently increased their graduation rates by more than 10% each. Our desired outcome for this action was to see graduation rates of 90% for all students including Low Income, Foster Youth and English Learners, which we have not achieved yet but are very close overall and for

our Low Income student group.The district will carry this action into the next three-year plan, however, actions that provide interrelated services for our students, like 1.11, 2.2 and 2.4, will be combined. These actions have all shown to be effective or mostly effective with a few inconsistencies in data that we believe can be addressed by creating one cohesive and collaborative action instead of working in three separate areas.

Action: 2.5 Child Welfare and Attendance

Metric 2.3 Parent Engagement as measured by percentage of parents who "Agree" or "Strongly Agree" on California Healthy Kids Survey (CHKS)
Baseline: 59% (school seeks input), 67% (school allows/welcomes input/contributions)
2021-2022: 63% (school seeks input), 75% (school allows/welcomes input/contributions)
2022-2023: 55.9% (school seeks input), 77.1% (school allows/welcomes input/contributions)
2023-2024:

Metric 2.4 Attendance rate as measured by district average attendance
2020-2021: 89.5% (All), 88.67% (LI), 79.46% (FY), 89.% (EL)
2021-2022: 78.6% (All), 77.8% (LI), 80.2% (FY), 78.2% (EL)
2022-2023: 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)

Metric 2.5 Chronic absenteeism rate
2021-2022: 45.7% (All), 47.4% (LI), 62.2% (FY), 47.7% (EL)
2022-2023: 31.2% (All), 34.8% (LI), 52% (FY), 32.8% (EL)

Effectiveness of Action: Effective

Analysis: According to the cited metrics, our child welfare and attendance action was effective in increasing average attendance rates and the percentage of parents who "Agree" or "Strongly Agree" that our schools seek and welcome parent input and contributions. We acknowledge there are dips in average attendance rates for the distance learning year but we see rebounds in all areas the year after. Most notable is the increase of over 8% for our Foster Youth students. The district also saw a significant decrease in Chronic Absenteeism rates for all identified student groups over the past two years. The district will carry this action into the next three-year plan.

Action: 2.6 Wellness Initiative

Metric 2.5 Chronic absenteeism rate
2021-2022: 45.7% (All), 47.4% (LI), 62.2% (FY), 47.7% (EL)
2022-2023: 31.2% (All), 34.8% (LI), 52% (FY), 32.8% (EL)

Metric 2.4 Attendance rate as measured by district average attendance

2021-2022: 78.6% (All), 77.8% (LI), 80.2% (FY), 78.2% (EL)
2022-2023: 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)

Effectiveness of Action: Effective

Analysis: According to the cited metrics, our Wellness Initiative has been effective in decreasing chronic absenteeism rates and increasing average attendance district wide. Most notably, we saw at least a 10% decrease in chronic absenteeism for our low income, foster youth, and English learner populations. Attendance rates decreased and chronic absenteeism drastically increased during the COVID 19 pandemic and distance learning year, more than doubling the percentage of students considered chronically absent in comparison to pre-pandemic rates. Although we are not close to our desired outcome we are encouraged by the steady decline in chronic absentee rates so the district will carry this action into the next three year plan.

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.

The following ACTIONS have been adjusted for Goal 2:
2.2-combined with college and career readiness action in Goal 1, now part of 1.9
2.4-moved counselors to 2.5 and 1.9, combined the rest of this action with college and career readiness action in Goal 1, now 1.9

The following METRICS have been adjusted for Goal 2:
2.8 - Data split into two separate metrics (2.8 & 2.9) to focus on safety (2.8) and connectedness (2.9)
Data sources for the following metrics were changed in Year 3 to promote accuracy: Metric 4 to Aeries, Metric 8 to Dataquest.
Metric 8 was measured by the California Healthy Kids Survey according to the prescribed schedule.
Foster Youth data for 20-21 was corrected.
Added Dataquest as a source for Chronic Absenteeism to show district-level rates.

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	Goal 3 - Finance: CHUSD will maintain its fiscal responsibility to support learning for ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Percentage of properly credentialed teachers with no misassignments nor vacancies as measured by HR review.	2019-20 100% properly credentialed 0 misassignments 1 vacancy	2020-21 100% properly credentialed 29 misassignments 0 vacancies	2021-22 100% properly credentialed 15 misassignments 0 vacancies	2022-23 100% properly credentialed 6 misassignments 6 vacancies	100% of teachers properly credentialed with no misassignments or vacancies.
2. Sufficient core instructional materials as measured by annual Williams Compliance Audits.	2019-20 100% sufficient core instruction materials	2020-21 100% sufficient core instruction materials	2021-22 100% sufficient core instruction materials	2022-23 100% sufficient core instruction materials	Maintain 100% sufficiency of core instructional materials.
3. Facilities maintained as measured by annual Facilities Inspection Tool (FIT).	2019-20 100% of sites scored "Good" or higher Source: FIT	2020-21 100% of sites scored "Good" or higher Source: FIT	2021-22 100% of sites scored "Good" or higher Source: FIT	2022-23 100% of sites scored "Good" or higher Source: FIT	Maintain 100% of sites scoring "Good" or higher.

Goal Analysis

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

3.1, 3.2, and 3.5: These actions were implemented successfully as planned. The district provided operating costs, centralized administrative office functions, and Special Education support for students. A substantive difference in implementation was experienced in 3.3 and 3.4. While hiring challenges prevented us from filling all positions in food services and transportation, the district was able to use existing resources to implement these actions.

Successes: Able to maintain transportation and food services while understaffed.

Challenges: Recruiting and maintaining staff in the beginning of the year and throughout for both certificated and classified staff.

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

3.2: Operating costs were over-budgeted in the prior year resulting in a material difference.
3.3 and 3.4: We were unable to fill all staff positions in food services and transportation; resulting in spending less than planned, however we were still able to offer these services to students.

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

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

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

No changes were made to actions or metrics for Goal 3.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coalinga-Huron Unified School District	Rhianna Gonzalez Director of Curriculum, Assessment, & Accountability	rlgonzalez@chusd.org (559) 935-7600

Plan Summary [2024-25]

General Information

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

Coalinga-Huron Unified School District (CHUSD) is located in the southwestern part of Fresno County, California. The District's student attendance boundary encompasses southwest Fresno County, as well as portions of San Benito and Monterey counties. The physical boundaries extend on both sides of Interstate 5 (West and East) along the agricultural corridor of the San Joaquin Valley. Coalinga-Huron Unified serves approximately 4,399 students in grades TK-12. The District comprises four (4) elementary schools, two (2) middle schools, one (1) comprehensive high school, and two (2) alternative high schools. The District spans two distinct communities with individual needs.

The City of Coalinga hosts a population of approximately 17,590 per the 2020 census from the US Census Bureau. The median household income for Coalinga is $62,522, approximately 20.5% less than the state average. The demographics are 62% Hispanic or Latino, 28.2% White, 2.9% Black or African American, 1.9% Asian, 2.6% Native American, and 8% with two or more races. Once noted for its oil fields, Coalinga's largest employer is now the State of California (Coalinga State Hospital and Pleasant Valley State Prison). The outlying areas remain rural and based in agriculture.

Huron is located approximately 15 miles northeast of Coalinga. With a median household income of $31,429, approximately 60.5% less than the state average, making Huron one of the poorest cities in the state. According to Census data for 2021, Huron has the distinction of being the third poorest city in California among cities with 5,000 or more residents. The City of Huron has a population of approximately 6,206 per the 2020 census from the US Census Bureau. However, the number of residents may swell to well over 9,000 during harvest seasons. The demographics are 94.5% Hispanic or Latino, 3.4% White, 0.3% Black or African American, 7.9% Native American, and 10.4% with two or more races. The local economy of Huron depends heavily on the agricultural industry. Students from Huron comprise about one-third of the CHUSD student body.

Of the 4,399 students, approximately 1,200 students (27.28%) of the student population rely on district transportation in grades TK-12. Students commute from Huron to Coalinga to attend the District's sole comprehensive high school, as well as to all schools from various ranches and homes in remote areas.

CHUSD is proud of the diversity represented in its student population which includes 0.16% American Indian or Alaska Native, 1.91% Asian, 1.36% Black or African American, 82.25% Hispanic or Latino, 0.11% Pacific Islander, 8.34% White, 5% with two or more races, and with 0.16% unknown.

The challenges and barriers facing student achievement include limited English fluency, mobility, geographic isolation, and a high rate of poverty. Our English Learner (EL) population is 38.1% of our student body with 20 different languages spoken by CHUSD students. Additionally, 85.79% of our students are socioeconomically disadvantaged.

Schools sites identified for Equity Multiplier funding are Cambridge High School, Chesnut High School, Miles Culwell Community Day School and Cheney Kindergarten.

Reflections: Annual Performance

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

In 2022-2023, Coalinga Huron Unified saw success with improvement in Chronic Absenteeism, English Learner Progress, and Graduation Rate, performing at the yellow indicator level for each area on the Ca Dashboard.

Chronic absenteeism declined 14.5% from 45.7% to 31.2%. Low income student rates dropped over 14% and English Learner rates declined 17% demonstrating success in strategies implemented through our Child Welfare and Attendance action by our Community liaisons, social workers, counselors and administrator of student services adn family support. We continue to focus on the importance of school attendance and use strategies to support school connectedness and address barriers to attendance. This includes home visits, weekly site huddles with teams focused on attendance, and district identified students who are most affected by chronic absences, including low income and foster youth.

English learner progress as shown on the CA Dashboard has steadily increased over time with growth in reclassification rates. Based on the 2023 Dashboard, English Learner Progress Indicator performed at a yellow indicator level with an overall of 43.4% of English Learners making progress toward English language proficiency, and increase of 2.1% from the previous year. Reclassification rates also increased from 0.91% to 12.2%, not quite meeting our goal but an increase of over 11%. CHUSD has created a systematic and strategic process that leads from EL identification to reclassification and has identified and added designated staff to support and implement the process in order to reclassify all eligible students.

Graduation rate has maintained the yellow indicator level on the 2023 CA Dashboard with all students, low income, and English Learner students having increased their rates 9.7%, 10.8%, and 15.2% respectively. In the area of A-G course completion rates, 10.1% of English learners have successful course completion, an increase of 6.7%. Additionally, our English Learner CTE Pathway completion rates increased 8% for a total of 33% and the percentage of English Learners passing Advanced Placement (AP) exams with a 3 or higher increased from 25% to 40%.

English Language Arts and Math fell within the red indicator level on the 2023 Dashboard while Suspension rate fell in the orange level. ELA scores declined by 7 points from the previous year and Math maintained with a 0.05% increase. Suspension rates increased 0.7% for a total of 6.6% students who were suspended for at least one day. CHUSD will continue the work started in 2023-24 to strengthen Tier 1 to provide the best first instruction and close achievement gaps for all students. Additionally, ongoing professional development surrounding instruction and restorative practices will be a high priority for new staff, as well as for maintaining and improving best practices.

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

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

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

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

Reflections: Technical Assistance

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

CHUSD has begun receiving technical assistance through the Fresno County Superintendent of School (FCSS) for Differentiated Assistance eligibility. We are eligible for differentiated assistance for English Learners who are low-performing in the areas of ELA, Math, and Suspension. As part of this process, the district is focusing on improving outcomes for English Learners. To effectuate change, we have undertaken the application of the Improvement Science. In the Spring of 2024, we developed a Problem of Practice, conducted a Root Cause Analysis, and performed Empathy Interviews to identify an area of focus. Scheduled support dates with FCSS have included: 1/31/24, 2/15/24, 3/4/24, 3/21/24, 4/12/24, 5/13/24, and 6/18/24. Our efforts revealed that we need a strategic system to identify and monitor EL progress, which is not the sole responsibility of one district administrator. CHUSD will create and implement a revised process of monitoring the progress of our English Learners to put into effect for this next school year. Action 1.6 in Goal 1 is written to address this need.

Comprehensive Support and Improvement

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

Schools Identified

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

Coalinga Middle School

Support for Identified Schools

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

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

Notification of Eligibility:

In February 2023, State and Federal Programs and FCSS staff provided notification to CHUSD of their CSI identified school site along with the reason for their eligibility and the requirements necessary to meet, as identified by the California Department of Education.

Data, Comprehensive Needs Assessment, and Resource Inequities:

FCSS staff provided overview support in a District group meeting. FCSS and District will schedule more targeted technical support during the 2023-24 school year. During the support meetings individualized responses for our identified school will be analyzed and applied through the comprehensive needs assessment framework. The data elements will consist of of:

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

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

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

School Site Supports:

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

Technical Support:

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

Timeline and Structure:

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

Supports and Resources:

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

Monitoring and Evaluating Effectiveness

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

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

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

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

Progression into the 2023-24 school year, the District plans to support in the collection data, monitoring frequencies, and evaluation of

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Board of Trustees Meetings: Administrators Parents Board Members Community Members	February 27, 2024 - Mid-Year Update June 6-20, 2024 - Public comment period June 11, 2024 - Draft Presentation & Public Hearing June 25, 2024 - Local Indicators Presentation & Board Adoption of LCAP and LEA Budget
DELAC, PAC, & ELAC: Parents	Presented metrics and solicited feedback on goals, actions, and expenditures: April 10, 2024 - Huron Elementary Cafecito with Counselors (meeting) April 16 & 17, 2024 - DELAC & PAC Meetings May 9, 2024 - Sunset Elementary ELAC Meeting May 15, 2024 - Dawson Elementary ELAC Meeting Presented draft and solicited feedback: June 3, 2024 - DELAC, PAC, & Educational Partners Meeting No questions were submitted, therefore no written response from the Superintendent was required.
Instructional Leadership Team: Principals Administrators	April 8, 2024 - Presented metrics and solicited feedback
School Site Councils: Teachers Other School Personnel	Presented metrics and solicited feedback on goals, actions, and expenditures: April 11, 2024 - Coalinga High School SSC Meeting

Educational Partner(s)	Process for Engagement
Certificated Bargaining Unit Classified Bargaining Unit Parents Students	April 17, 2024 - Dawson SSC Meeting, Coalinga Middle SSC Meeting April 25, 2024 - Huron Middle SSC Meeting March 29, 2024 - Huron Elementary SSC Meeting May 1, 2024 - Sunset SSC Meeting
Site Staff Meetings: Certificated Bargaining Unit	Presented metrics and solicited feedback on goals, metrics, and expenditures: March 20, 2024 - Huron Middle Staff Meeting April 10, 2024 - Huron Elementary Staff Meeting
Coalinga High School ASB Leadership: Students	April 17, 2024 - Presented metrics and solicited feedback on goals, metrics, and expenditures. Meeting
SELPA	May 14, 2024 - Consultation with District SELPA representative Email and meeting
Equity Multiplier Site-Specific Engagement: Teachers Other School Personnel Certificated Bargaining Unit Classified Bargaining Unit Parents Students Sites included: Cheney Kindergarten, Cambridge High, Chesnut High, Culwell Community Day	Presented metrics and solicited feedback on goals, metrics, and expenditures: April 17, 2024 - Bishop & Cheney SSC Meeting April 18, 2024 - Cambridge & Chesnut High Staff Meeting June 6, 2024 - Local survey to gather additional feedback

In preparing the draft, the following aspects of the LCAP were influenced by educational partner feedback:

Action 1.1 - CTE/ROP Participation
- Feedback from students shed light on the concern that CTE participation is likely impacted by the lack of knowledge and/or understanding about pathways. Low Income and English Learner parents also indicated they need support in understanding CTE courses, pathways and how to provide support for their students. To address this concern, the District plans to invest in increased outreach including CTE Nights to target families and students.

Action 1.3 - Targeted Intervention and Instructional Support
- Students and parents expressed a need for more intervention particularly at the secondary level. An intervention teacher for Coalinga High School was added to this action.

Action 1.5 - STEM
- Our teachers have told us that they would like to receive training in the new CA Math Framework and NGSS.

Action 1.6 - ELA & ELD
- Continuing on the feedback relating to the need for increased intervention and support, academic coaches for the District were restructured to align with the needs of the students. Also, our staff told us that we needed to broaden our focus from English language proficiency to include targeted literacy instruction in order to address the needs of our students.

Action 1.9 - College & Career Readiness
- Student feedback from Coalinga High School enlightened us to the fact that not all students are aware of the requirements for A-G courses. To remedy this, the District in collaboration with Coalinga High School will put on College & Career Workshops.
- Educational partner feedback suggests that robust counseling services are a way to provide social emotional support.

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

Action 1.13-Physical Fitness Test
- According to educational partner feedback, there is a desire to improve the physical well-being and health of our students in order to improve learning.

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

Action 2.4-Education Services Staff
- Educational partner feedback revealed a need to continue to implement our SEL system, including the Capturing Kids Hearts model in order to help staff build strong relationships with students.

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

Goal 5-Equity Multiplier Focus Goal-Annie E. Cheney Kindergarten
- According to educational partner feedback, the high rate of chronic absenteeism at this site may be due to a lack of communication and support regarding the importance of attendance. To address this need, the district will fund a part-time Community Liaison to provide outreach and support for the families.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Instruction CHUSD will provide ALL students with a quality education that will prepare them to college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Standard Implementation State standards implemented as measured by State Reflection Tool (scored from 1-5).	2023-24 Providing professional learning: 3.32 avg Aligned instructional materials: 3.64 avg Policies/programs to support staff: 2.88 avg Implementing State Board adopted academic standards: 3.12 avg Source: Local survey			Average score of 4.5 in each section.	
1.2	EL Access to State Standards EL access to state standards/ELD standards as measured by State Reflection Tool (scored from 1-5).	2023-24 ELA & ELD: 3.18 avg ELA: 3.3 avg ELD: 3.1 avg Source: Local survey			Average score of 4.5 in sections pertaining to ELA and ELD.	
1.3	CAASPP ELA Percentage of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP.	2022-23 All: 19.88% LI: 17.3% EL: 4.73% LTEL: 3.69% Homeless: 0.0% Hispanic: 18.76% Sunset - LI: 21.25% Sunset - EL: 6.07% Huron Elementary - All: 11.33%			Increase of 3% of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP All: 22.88% LI: 20.3% EL: 7.73% LTEL: 6.69%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Huron Elementary - LI: 10.88% Huron Elementary - EL: 2.71% Huron Elementary - Hispanic: 11.60% Coalinga Middle - All: 15.54% Coalinga Middle - LI: 12.29% Coalinga Middle - EL: 3.13% Coalinga Middle - Hispanic: 13.50% Coalinga Middle - White: 24.69% CHS - All: 37.13% CHS - LI: 35% CHS - EL: 8.25% CHS - Hispanic: 37.07% Source: CAASPP			Homeless: 3.0% Hispanic: 21.76% Sunset - LI: 24.25% Sunset - EL: 9.07% Huron Elementary - All: 14.33% Huron Elementary - LI: 13.88% Huron Elementary - EL: 5.71% Huron Elementary - Hispanic: 14.60% Coalinga Middle - All: 18.54% Coalinga Middle - LI: 15.29% Coalinga Middle - EL: 6.13% Coalinga Middle - Hispanic: 16.50% Coalinga Middle - White: 27.69% CHS - All: 40.13% CHS - LI: 38% CHS - EL: 11.25% CHS - Hispanic: 40.07%	
1.4	CAASPP Math Percentage of students scoring "Met" or "Exceeded" in Math as measured by CAASPP.	2022-23 All: 10.54% LI: 9.39% EL: 3.43% LTEL: 0.37% Homeless: 2.86%			Increase of 3% of students scoring "Met" or "Exceeded" in Math as measured by CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 9.57% Coalinga Middle - All: 6.33% Coalinga Middle - LI: 4.87% Coalinga Middle - EL: 0.52% Coalinga Middle - Hispanic: 4.74% Coalinga Middle - White: 12.20% CHS - All: 6.25% CHS - LI: 6.67% CHS - EL: 0.0% CHS - Hispanic: 6.03% Source: CAASPP			All: 13.54% LI: 12.39% EL: 6.43% LTEL: 3.37% Homeless: 5.86% Hispanic: 12.57% Coalinga Middle - All: 9.33% Coalinga Middle - LI: 7.87% Coalinga Middle - EL: 3.52% Coalinga Middle - Hispanic: 7.74% Coalinga Middle - White: 15.20% CHS - All: 9.25% CHS - LI: 9.67% CHS - EL: 3.0% CHS - Hispanic: 9.03%	
1.5	A-G Completion Percentage of graduation cohort with successful course completion of A-G courses.	2022-23 All: 22.5% LI: 21.8% EL: 10.1% Source: California School Dashboard Additional Reports			40% of of graduation cohort with successful course completion of A-G courses. All: 40% LI: 40% EL: 40%	
1.6	CTE Pathway Completion Percentage of graduation cohort who	2022-23 All: 46.9% LI: 45.6% EL: 33%			65% of graduation cohort who competed at least one CTE pathway.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	competed at least one CTE pathway.	Source: California School Dashboard Additional Reports			All: 65% LI: 65% EL: 65%	
1.7	EL Progress Percentage of English learners making progress towards English language proficiency.	2022-23 43.4% Source: California School Dashboard			60% of all English learners making progress toward English proficiency.	
1.8	EL Reclassification Rate Percentage of EL students reclassified as English language proficient.	2022-23 8% Source: Local Records			12% English learner reclassification rate.	
1.9	AP Participation & Success Percentage of students in grades 9-12 enrolled in AP courses and percentage of students scoring a "3" or higher on AP exams.	2022-23 Participation: 12% Source: CALPADS All: 41.1% LI: 37.3% EL: 40% Source: Local records			Increase participation in AP courses by 3%. 60% of students in AP courses scoring "3" or higher on AP exams. All: 60% LI: 60% EL: 60%	
1.10	EAP ELA Percentage of students scoring "Ready" or higher in English	2022-23 All: 20.1% LI: 16.4% EL: 0%			35% of students scoring "Ready" or higher in English Language Arts on the EAP.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Arts on the EAP.	Source: Aeries Analytics			All: 35% LI: 35% EL: 35%	
1.11	EAP Math Percentage of students scoring "Ready" or higher in Math on the EAP.	2022-23 All: 1.3% LI: 0.63% EL: 0% Source: Aeries Analytics			10% of students scoring "Ready" or higher in Math on the EAP. All: 10% LI: 10% EL: 10%	
1.12	Broad Course of Study Student access and enrollment to a broad course of study as measured by analysis of school site master schedule and percentage of students in grades 7-12 enrolled in elective courses.	2022-23 Access: 100% Enrollment: 68% Source: CALPADS			100% access to broad course of study. 80% enrollment in electives.	
1.13	PFT Participation Percentage of students participating in the California State Physical Fitness Test.	2022-23 98% Source: District PFT Report			100% participation rate overall and for all grades in the PFT	
1.14	Graduation Rate Percentage of students in four-year adjusted cohort who earned their diploma.	2022-23 All: 88.1% LI: 87.4% EL: 76.9%			93% graduation rate for students in the adjusted four-year cohort.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: DataQuest			All: 93% LI: 93% EL: 93%	
1.15	A-G & CTE Percentage of graduation cohort who are A-G ready and completed at least one CTE pathway.	2022-23 All: 17% LI: 16.3% EL: 7.1% Source: California School Dashboard Additional Reports			30% students in the adjusted four-year cohort both A-G eligible and have completed at least one CTE pathway. All: 30% LI: 30% EL: 30%	
1.16	CAST Percentage of students scoring "Met" or "Exceeded" in Science as measured by CAST	2022-23 All: 12.65% LI: 10.67% EL: 0.87% Source: CAASPP			Increase of 3% of students scoring "Met" or "Exceeded" in Science as measured by CAST All: 15.65% LI: 13.67% EL: 3.87%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CTE/ROP Participation	To support CTE/ROP Participation, CHUSD will provide the following: CTE supplemental course materials CTE teachers CTE teacher professional development	$1,864,544.05	Yes
1.2	Access to Visual and Performing Arts	To support access to Visual and Performing Arts, CHUSD will provide: 2 middle school music teachers 2 middle school art teachers 1 high school music teacher VAPA supplemental materials Professional development for VAPA teachers	$479,552.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Targeted Intervention & Instructional Support	To address the achievement gaps for our LI, EL and FY students, CHUSD will provide: PE teachers at the elementary sites Intervention teacher at CHS This action will address the following LEA level and Coalinga High School red indicators on the CA Dashboard: LEA-ELA Achievement English Learner, Socioeconomically Disadvantaged, Homeless LEA-Math Achievement English Learner, Socioeconomically Disadvantaged, Homeless Coalinga High School-ELA Achievement English Learner, Socioeconomically Disadvantaged Coalinga High School-Math Achievement English Learner, Socioeconomically Disadvantaged	$603,868.89	Yes
1.4	Alternative Education Program	In order to support low income and EL students attending Alternative Education programs, CHUSD will provide: Alternative Education administrator Alternative Education counselor Alternative Education teachers Alternative Education support staff Alternative Education program materials	$1,658,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	STEM	To support higher achievement in science and math, CHUSD will provide: Science professional development for teachers Math professional development for teachers District Math Coach Supplemental materials and supplies This action will address the following LEA level and Site level Red Indicators on the CA Dashboard: Math Achievement All students, English Learner students, Socio-economically disadvantaged students Coalinga Middle School-Math Achievement All students, English Learner students, Socio-economically disadvantaged students Coalinga High School-Math Achievement All students, English Learner students, Socio-economically disadvantaged students	$208,798.00	Yes
1.6	ELA and ELD Support	To support progress in English proficiency and English Language Arts for our EL students, CHUSD will provide: ELA professional development for teachers ELD professional development for teachers EL intervention teachers Reading intervention aides District Literacy Coach Supplemental materials and supplies This action will address the following LEA level and Site level Red Indicators on the CA Dashboard:	$4,044,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA Achievement: All students, English Learner students, Socio-economically Disadvantaged students Sunset Elementary-ELA Achievement English Learner students, Socio-economically disadvantaged Huron Elementary-ELA Achievement All students, English learner students, Socio-economically disadvantaged students Coalinga Middle School-ELA Achievement All students, English learner students, Socio-economically disadvantaged students		
1.7	Advanced Placement Courses	To support participation and success in Advanced Placement courses, CHUSD will provide: AP teachers Professional development for AP teachers Supplemental materials	$377,083.00	Yes
1.8	Library Services	To support ELA and reading achievement, CHUSD will provide: Library Media Teachers Library materials and supplies Library Technicians Library books Library online databases Professional development and support for Library Media Teachers and Library Technicians	$936,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	College and Career Readiness	To support the achievement of college and career readiness, CHUSD will provide: Supplemental instructional materials Guest speakers Campus visits Career visits Post-secondary awareness events Middle and high school counselors	$1,575,274.00	Yes
1.10	Professional Development for All Staff	To support increased student achievement on state and local assessments, CHUSD will provide: Professional development for all staff	$200,000.00	Yes
1.11	Site-Specific Professional Development	To support increased student achievement on state and local assessments, CHUSD will provide: Professional development for teachers Professional development materials and supplies Support staff (site admin assistant) additional work time to organize PD	$168,419.00	Yes
1.12	Educational Technology	To support students scoring "Ready" on the EAP in Math and ELA, CHUSD will provide: Student technology devices Software Maintenance Hardware replacement/repair Supplemental licenses Classroom technology devices Cloud-based LMS (Seesaw Learning & Google Classroom) Technology staff	$2,167,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Physical Fitness Test	To support successful participation in the annual Physical Fitness Test, CHUSD will provide: Weight room attendant	$43,308.43	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate Percentage of students with at least one day of suspension.	2022-23 All: 6.6% LI: 7% EL: 8.3% FY: 20% SWD: 10.1% Coalinga Middle - All: 13% Coalinga Middle - LI: 13.9% Coalinga Middle - EL: 15.4% Coalinga Middle - SWD: 13.2% Coalinga Middle - Hispanic: 12.4% Coalinga Middle - White: 16% CHS - LI: 10.2% CHS - EL: 15.9% CHS - SWD: 19.9% CHS - Hispanic: 10.5% Source: DataQuest			No more than 3% of all students with at least one day of suspension, including low income foster youth, English learners, and Students with Disabilities district-wide. No more than 7% of all students at Coalinga Middle School with at least one day of suspension, including low income, Students with Disabilities, Hispanic, White, and English learners. No more than 7% of low income, English learners, students with disabilities, and Hispanic students at Coalinga High School with at least one day of suspension.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	School Safety Percentage of elementary students, staff members, and parents who feel safe as measured by the California Healthy Kids Survey.	2023-24 Students: 74% Staff: 87% (student safety), 87% (staff safety) Parents: 78% Source: California Healthy Kids Survey			90% of students and parents feeling safe. 95% of staff feeling safe.	
2.9	Student Connection Percentage of secondary students, parents, and staff who feel connected as measured by the California Healthy Kids Survey.	2023-24 Students: 43% Parents: 81% Staff: 86% Source: California Healthy Kids Survey			65% of students feeling connected. 90% of parents feeling connected. 95% of staff feeling connected.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Sports Programs	To support student engagement and attendance, CHUSD will provide: Sports programs (elementary, middle, and high) Coaches (stipends) Athletic Directors salary/stipend Professional services Equipment Supplies Transportation	$995,465.00	Yes
2.2	Educational Opportunities Outside of School	To support access to a broad course of study and increase student engagement, CHUSD will provide: Educational field trips	$300,000.00	Yes
2.3	Campus Safety	To support safe and healthy school campuses, CHUSD will provide: Campus Safety Liaisons (2 CES, 2 HES, 2 CMS, 1 HMS, 3 CHS, 1 Alt Ed) Chief Security Officer Supplemental materials and supplies	$822,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Education Services Staff	To support the achievement of a decrease in suspension rates,CHUSD will provide: Assistant Principals Roving Principal This action will address the following LEA level and school site level Red Indicators on the CA Dashboard: Suspension Rate English Learner students, Foster Youth students Coalinga Middle School-Suspension Rates English Learner students, Socio-economically disadvantaged students Coalinga High School-Suspension Rates English Learner students, Socio-economically disadvantaged students	$1,505,317.00	Yes
2.5	Child Welfare and Attendance	To address chronic absenteeism, CHUSD will provide: Community liaison at 7 sites Behavior Specialists Social Workers Administrator of Student Services and Family Support Elementary counselors	$2,384,309.90	Yes
2.6	Wellness Initiative	To address attendance rates and chronic absenteeism, CHUSD will provide: Wellness Center Coordinator Wellness Center Outreach Specialist Wellness Center materials and supplies	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Community Schools	To address attendance rates and chronic absenteeism, local literacy and STEM scores, and suspensions at the site and sub-group level CHUSD will provide: Family Resource Centers Community Schools Outreach and Coordination through a Community Schools Coordinator The four pillar, Community Schools Model within CHUSD at 9 sites This action will address the following LEA level and individual Site level Red Indicators on the CA Dashboard: LEA Chronic Absenteeism-Asian Suspension- SWD ELA Achievement-Hispanic Math Achievement-Hispanic Coalinga Middle School Suspension-All, Hispanic, SWD White ELA Achievement-All, Hispanic, White Math Achievement-All, Hispanic, White Coalinga High School Suspension-Hispanic, SWD ELA Achievement-All, Hispanic Math Achievement-All, Hispanic Based on our most recent local data and a comprehensive needs assessment CHUSD recognizes the need to address chronic absenteeism, local STEM and literacy rates, and the reduction of suspensions at the site level for all students, as well as, the subgroups of Asian students, Students with Disabilities, Hispanic students, and White students. When looking at root causes for the disparities, we found some common needs that we believe can be addressed by implementing a comprehensive Community Schools Approach.	$250,000.00	No

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

Action #	Title	Description	Total Funds	Contributing
		CHUSD will use the Community School Model to address literacy through the pillars of collaborative leadership, expanded learning, and active family engagement for all students in the district with a focus on Huron Elementary, Coalinga Middle School and Coalinga High School. Additionally, the action will focus on the sub-groups of White and Hispanic at those sites. Through culturally responsive home-school collaboration, and authentic family engagement, CHUSD will activate the collective expertise and knowledge of family and community members to make families true partners in promoting literacy. Through collaborative leadership, administrators and teachers build a culture of trust and shared responsibility through professional development to transform school culture and climate that centers on pupil learning and support. Finally, expanded learning opportunities will be provided for struggling students that include academic support, enrichment, and real-world learning opportunities designed to strengthen literacy skills. CHUSD will use the Community School Model to address STEM, specifically math achievement, through the pillars of collaborative leadership, expanded learning, and active family engagement for all students in the district with a focus on Coalinga Middle School and Coalinga High School. Additionally, the action will focus on the sub-groups of White and Hispanic at those school sites. Through culturally responsive home-school collaboration, and authentic family engagement, CHUSD will activate the collective expertise and knowledge of family and community members to make families true partners in promoting STEM and math intervention. Through collaborative leadership, administrators and teachers build a culture of trust and shared responsibility through professional development to transform school culture and climate that centers on pupil learning and support. Finally, through expanded learning opportunities the identified students will be provided with academic support, enrichment, and real-world learning opportunities that strengthen foundational math and science skills. The following school sites will take additional measures to target areas of lowest performance for the following student subgroups as outlined below.		

Action #	Title	Description	Total Funds	Contributing
		Coalinga Middle School Suspension- Hispanic, SWD, White Coalinga Middle School Site based action: Coalinga Middle School will develop engaging learning experiences promoting voice, choice, and a passion for learning, incorporating college and career awareness activities, aiming to reduce suspensions by 3% from last year, while fostering trusting relationships between students and mentors for Hispanic, SWD, and White student groups. Through a proactive systems approach to behavior and implementation of school-wide expectations, Coalinga Middle School will use the PBIS model to enhance student motivation towards taking action in leading their education. The school will continue to grow trusting adult relationships through the SMART mentorship program and build upon positive connections with students and families through Capturing Kids Hearts and Leader in Me. By integrating these comprehensive strategies, Coalinga Middle School is dedicated to creating a supportive and dynamic educational environment where every student can thrive academically, socially, and emotionally. Coalinga High School Suspension- Hispanic, SWD Coalinga High School Site based action: Focus on building relationships and implement with fidelity site-wide Tier 1 lessons to address academic and behavioral expectations (Toad Pride) through a PBIS model. Increase behavioral supports, interventions and restorative practices with the addition of a behavioral intervention teacher and counselor. Additionally, a designated counselor will be assigned to support at-risk students with disabilities that are in CHS' Special Day Class. Huron Elementary School ELA Achievement-Hispanic Huron Elementary site based action: Provide school-wide targeted tier II reading/literacy intervention		

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Assignments Percentage of properly credentialed teachers, amount of misassignments, and number of vacancies as measured by HR review.	2022-23 Percentage of Clear Credential: 70% Source: Dashboard (TAMO)			80% of FTE's are Clear credentialed.	
3.2	Instructional Materials Sufficiency of core instructional materials as measured by annual Williams compliance audits.	2023-24 100% Source: Local records			Maintain 100% sufficiency of core instructional materials.	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Centralized Administrative Functions	The budget was modified/updated to include all centralized administrative functions including: • Superintendent's Office to provide district leadership. • Business Office to provide Financial Services and Fiscal Oversight to maintain District solvency. • Human Resources for the recruitment, placement, and retention of employees. • Support services for benefits. • Information Technology to provide technology services and maintain technology infrastructure. (Note that Business Services: Maintenance, Operations, and Transportation costs are included in Action 3.)	$5,966,955.22	No
3.2	Operating Costs	Provide credentialed classroom teachers and school administrators to provide instruction, intervention, and support to District students. School administration includes certificated and classified staff plus school-site discretionary budgets for administrative supplies and operating costs. Salaries for general education classroom teachers, stipends, and teacher substitutes. Salaries for classified noon supervisors and their substitutes' pay. Cost of site discretionary funds to purchase materials/supplies and other operating costs for instructional use. Support from the Education Services Department (030) funded through base dollars. Additional support is funded through restricted federal and state funds.	$28,079,229.44	No
3.3	Transportation and Facilities	Support for all District and school facilities and grounds, to ensure student and staff safety, and to provide an environment conducive to student engagement and learning. Transportation services necessary to transport students to and from home to attend school. This action item includes a contribution (transfer) of LCFF base dollars to the restricted maintenance account which accounts for most facilities' maintenance costs, including maintenance employees' salaries & benefits. Principal and interest payments on capital lease agreements and certificates of participation, as well as utility costs.	$15,135,807.94	No

Action #	Title	Description	Total Funds	Contributing
3.4	Food Services	Provide all students with access to nutritious meals. Food Services costs are not directly paid with LCFF base dollars, but instead are paid through a different fund that receives federal and state revenue for the school breakfast and lunch programs. However, it is anticipated that the Food Services fund will not be self-sustaining, requiring a general fund transfer of LCFF base dollars to cover the shortfall. The District is implementing efficiencies to help the Food Services fund to become self-sustaining.	$3,693,120.99	No
3.5	Special Education	Provide quality Special Education services to our students. Special Education costs are included in various restricted resource codes and are not directly paid with LCFF base dollars as originally budgeted. However, the revenue from the state and federal government is not sufficient to cover all Special Education costs which results in the need for a general fund contribution from LCFF base dollars to cover the shortfall. At $3.5 million and rising annually, the cost of Special Education is a significant use of the District's LCFF base. It should be noted that Special Education costs are the most difficult to project. At any time a student could be identified as needing additional support requiring an increase in the general fund contribution to cover the costs. The District strives to provide the best possible educational services for its special needs students in the least restrictive environment.	$9,434,686.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, Cambridge High, Chesnut High and Miles Culwell Community Day School will increase the College and Career Indicator (CCI) for All, Socioeconomically disadvantaged (SED), and Hispanic students by 3%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Cambridge High School
Enrollment 68
SED: 91.2%
EL: 36.8%
FY: 0%

CA Dashboard Lowest Performance Levels
CCI-All, SED, Hispanic

Chesnut High School
Enrollment 30
SED: 100%
EL: 66.7%
FY-0%

CA Dashboard Lowest Performance Levels
CCI-All, SED, Hispanic

Miles Culwell Community Day School
Enrollment 3
SED: 100%
EL: 33.3%
FY: 0%

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

Datasource: 2023 CA Dashboard

Analysis: A needs assessment and data analysis showed that at Cambridge High School 3% of Hispanic students and 2.6% of socioeconomically disadvantaged students are considered prepared according to the CCI, while Chesnut High School socioeconomically disadvantaged students are 5.3% prepared and Hispanic students are 5.6% prepared according to the CCI. Mile Culwell Community Day School has an enrollment population of less than 11 students so data was not reported to ensure student privacy, however, these are high school age students of the same demographics as Cambridge and Chesnut High Schools who are considered "at risk" of not graduating due to behavioral concerns that impede their readiness for college and career such as limited access to resources and support systems critical for academic success and career preparation, as well as higher rates of outside pressure such as needing to work to support their families, which detracts from their ability to ficus on education and career planning. According to educational partner feedback, there is a lack of exploratory career readiness courses at these alternative education sites. To address this need, the district will provide exploratory opportunities and exposure to colleges and careers through supplemental curricula.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CCI Indicator	Cambridge High All Students: 2.6% SED: 2.6% Hispanic: 3% Chesnut High All Students: 5.3% SED: 5.3% Hispanic: 5.6% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A			Cambridge High All Students: 5.6% SED: 5.6% Hispanic: 6% Chesnut High All Students: 8.3% SED: 8.3% Hispanic: 8.6% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CCI Support	To address the following lowest performance levels on the 2023 Dashboard: Cambridge High School: All, SED, Hispanic Chesnut High School: All, SED, Hispanic At Cambridge High, the CCI for all students is very low at 2.6%. Through a needs assessment we found the disaggregated data shows Hispanic students are 3% prepared and SED students are 2.6% prepared, both also very low. At Chesnut High, the CCI for all students is very low at 5.3% prepared. Through a needs assessment we found the disaggregated data shows Hispanic students are 5.6% prepared and SED students are 5.3% prepared, both also very low.	$188,419.00	No

Action #	Title	Description	Total Funds	Contributing
		We found that among these students groups, students face unique challenges that impede their readiness for college and career such as limited access to resources and support systems critical for academic success and career preparation, as well as higher rates of outside pressures such as needing to work to support their families, which detracts from their ability to focus on education and career planning. To address the very low performance levels on the 2023 CA Dashboard, particularly in the CCI rates among all students, Hispanic, and socioeconomically disadvantaged students at Cambridge High, Chesnut High and Miles Culwell Community Day School, the district will provide exploratory opportunities and exposure to colleges and careers through supplemental curricula, such as career explorations, culinary/hospitality industry, additional CTE courses, as well as field trips and events, to raise awareness among all students, but specifically targeting the Hispanic and Socioeconomically Disadvantaged subgroups identified with a low prepared rating on the CA Dashboard. Cambridge High : $88,419 Chesnut High (Continuation) : $50,000 Miles W. Culwell Community Day : $50,000		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

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

Datasource: 2023 CA Dashboard

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism	Annie E. Cheney Kindergarten All: 47.8% SED: 52.6% EL: 38.5% Hispanic: 49.1%			Annie E. Cheney Kindergarten All: 44.8% SED: 49.6% EL: 35.5% Hispanic: 46.1%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Chronic Absenteeism Rate	To address the high chronic absenteeism rate at Annie E. Cheney Kindergarten, the district will fund a part time Community Liaison to provide outreach services prioritizing our English learner, low income, and Hispanic students, their guardians, and community members. The Community Liaison will play a vital role in building a home-to-school connection. He/She will assist with translation and interpretation duties, parent meetings, workshops, and training, as well as assist with monitoring student attendance.	$77,893.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$18,026,472	$2,298,684

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.373%	3.387%	$1,561,156.42	42.760%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CTE/ROP Participation **Need:** According to local data and historical trends, CTE pathway completion and successful completion of A-G courses is lower for English learners and low income students compared to all students.	To support CTE Pathway completion for English learners and low income students, CHUSD will provide CTE teachers, supplemental course materials and professional development designed to promote English learner and low income student engagement and bolster positive outcomes. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between students and teachers.	1.6 - CTE Pathway Completion 1.15 - A-G & CTE

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students at Coalinga High School received the lowest performance level in Math and ELA. Our needs assessment revealed that these students often have gaps in foundational reading and math skills that affect their ability to understand grade level content. **Scope:** LEA-wide	the achievement gap. Site administrators will monitor the implementation of these interventions and collaborate with classroom teachers to ensure they are conducted with fidelity and aimed at increasing Math and ELA achievements among low-income and English learner subgroups. CHUSD will allocate additional funding to provide an intervention teacher at the high school level. This teacher will work with smaller classes of our English Learner and low-income students to address their gaps in foundational reading and math skills. Students will be able to access the interventions during the school day and will receive personalized support based on their identified needs. Additionally, Coalinga High School staff will collaborate in PLCs to gather and analyze student achievement data in ELA and Math. This analysis aims to identify students needing intervention and conduct root cause analyses to design appropriate interventions. PLC time will be integrated into the master schedule. Students identified for intervention will receive additional support from intervention teachers, with instruction aides assisting in providing small-group and one-on-one support. A mentor teacher will offer professional development and support to new teachers, preparing them to effectively work with English Learners and socio-economically disadvantaged students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While this action is specifically designed to support low-income and English learner students, including those at Coalinga High School, because all students will benefit from this action, it is being provided district-wide.	
1.4	**Action:** Alternative Education Program **Need:** According to the Dashboard, our English learner and low income student populations have lower high school graduation rates than desired. Also, according to the Dashboard, English learners and low income students have lower rates of A-G completion than all students. Further internal examination and assessment revealed that there was a need for additional opportunities for English learner and low income students to access A-G courses and makeup credits in order to graduate College and Career ready in a smaller more supportive environment, where staff could provide more attention and individualized support for specific needs. Our low income students often lack basic materials for school success due to limited resources at home. **Scope:** LEA-wide	In order to support low income and English learner students graduation rates, CHUSD will provide an Alternative Education Administrator, an Alternative Education Counselor, Alternative Education Teachers, Alternative Education Support Staff, and Alternative Education program materials in order for the program to integrate learning through sustained, family-like support systems that put each English learner and low income student's individual needs and goals at the center of a personalized academic plan and support. Class sizes will be reduced so that teachers can provide more individualized instruction and interventions for students. The administrator will work to create a comprehensive support system that addresses the academic, social, and emotional needs of the identified students by facilitating the collection and analysis of both behavioral and academic achievement data for low income and English learners. The administrator will collaborate with parents, counselors, and teachers in order to implement targeted plans for the identified student success designed to address individual barriers to graduation. Counselors and teachers will collaborate on individual academic plans to promote college and career readiness for our English learner and low	1.5 - A-G Completion 1.14 - Graduation Rate 2.2 - High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		income students "at risk" of not graduating or being prepared for postsecondary success while support staff will assist with connecting families to local resources and ensure students have the materials needed to be successful. Additionally, our Alternative Education sites will develop programs that increase student engagement, such as project-based learning, extracurricular activities, and college/career readiness workshops as well as recognize and reward milestones to keep students motivated. Project-based learning, extracurricular activities, and college/career readiness workshops are designed to improve graduation rates for low-income students and English learners by making learning more engaging and relevant to students' lives, which can motivate them to stay in school. Project-based activities also develop practical skills like teamwork, problem-solving, and critical thinking, which are useful in real-life situations. English learners can improve their language skills through collaborative projects, enhancing their ability to understand and complete academic work towards A-G eligibility.The district will also encourage and facilitate parental involvement and create strong partnerships with community organizations that can provide additional resources and support for students and their families. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided district-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** STEM **Need:** According to the CA Dashboard and a local needs assessment, our English Learner and Low-Income student populations have lower achievement levels on state assessments in Science and Math and local assessments.Additionally the Dashboard shows that EL and SED and All students at Coalinga High School and Coalinga Middle School received the lowest performance level in Math. Our needs assessment revealed that these students often have gaps in foundational math skills that affect their ability to understand grade level content. Our teachers have told us that they would like to receive training in the new CA Math Framework and NGSS. **Scope:** LEA-wide	To address these needs, the district will allocate resources for certificated math and science training to provide direct support to teachers in implementation of the NGSS and updated Ca Math Framework. CHUSD will contract support from experts at FCSS to train in the best practices to improve achievement in math and science, and instructional techniques for supporting low-income and English learner students.CHUSD will also allocate resources to provide a district wide math coach to support teachers of low-income and English Learner (EL) students by modeling high-impact strategies, such as the use of sentence frames, direct vocabulary instruction, and use of manipulatives. The coach will also help teachers to design lessons and continuously monitor the progress of the identified students. Additionally, Coalinga Middle School will Implement a targeted intervention plan focused on addressing specific skill deficiencies identified by CAASPP Math results. Site staff will utilize the Professional Learning Communities and monthly collaboration days to develop and implement standards-based instruction tailored to meet the needs of students performing below standard, specifically our English Learners and Socio-economically disadvantaged students. The intervention plan will include differentiated instruction, targeted small-group interventions, and individualized support as needed. This action will also be included in the site SPSA.	1.4 - CAASPP Math 1.16- CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Coalinga High School staff will collaborate in PLCs to gather and analyze student achievement data in Math. This analysis aims to identify students needing intervention and conduct root cause analyses to design appropriate interventions. PLC time will be integrated into the master schedule. Students identified for intervention will receive additional support from intervention teachers, with instruction aides assisting in providing small-group and one-on-one support. A mentor teacher will offer professional development and support to new teachers, preparing them to effectively work with English Learners and socio-economically disadvantaged students. This action will also be included in the site SPSA. While this action is specifically created to support low-income and English learner students, including those at Coalinga Middle and Coalinga High Schools, because all students will benefit from this action, it is being provided district-wide.	
1.6	**Action:** ELA and ELD Support **Need:** Our English learners, based on Dashboard data, reclassification rates, and Progress Towards Proficiency, require additional support in ELA and ELD to increase and improve language proficiency Also, according to Dashboard data, English Learner, including LTELs, and Low-Income	To address these needs the district will provide professional development in ELA and ELD, including materials and supplies for BeGlad and LETRS. Also, we will contract with FCSS for professional development for teachers and coaches. We will hire 6 academic coaches, reading intervention aides, 7 EL intervention teachers, as well as supplemental materials and supplies.	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.7 - EL Progress 1.8 - EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student populations need additional support for ELA in order to perform better on local and state assessments. Through a root cause analysis of this data, the District identified that lower reader levels act as a barrier to academic performance. We believe that a targeted focus on building literacy skills is needed to help students make gains. Additionally the Dashboard shows that EL and SED students at Sunset Elementary received the lowest performance level in ELA and ELA along with the All student, EL student, and SED student groups at Coalinga Middle School and Huron Elementary. Our staff told us that we needed to broaden our focus from English language proficiency to include targeted literacy instruction in order to address the needs of our students. Coalinga Huron Unified is eligible for Differentiated Assistance (DA) for English Learners in the areas of ELA, Math, and Suspension. **Scope:** LEA-wide	The district will provide targeted reading instruction from ELD intervention teachers which includes scaffolding and support for English language acquisition. Teachers will be provided with ELD professional development designed to help them provide targeted instruction in developing English language proficiency skills for our EL and LTEL students. We will continue using the SEAL language acquisition model at the elementary sites and further implementation of the BeGlad language acquisition model at our secondary sites. Teachers will be provided with training to implement these programs with fidelity. To support our LTELs, the EL Intervention teachers conduct needs assessment then provide small group instruction based on needs and English Language proficiency levels for LTELs and ELs at Level 1 and 2. CHUSD will allocate resources for 1 district literacy coach and 5 elementary academic support coaches focused on integrated English language acquisition and literacy skills development to support the development of the skills in our students. These six certificated staff members will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS) to systematically approach the teaching of reading and support classroom teachers in this area. Coaches will work with classroom teachers to model LETRS high-impact strategies and support them in implementation.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		We will also supply support through our county office of education experts in language and literacy development. Intervention aides will conduct targeted intervention during the school day and give teachers the ability to work with smaller groups of students in need of additional support in ELA as a Tier 1 support in their classroom. Sunset Elementary will provide the following: EL-Provide intensive and intentional intervention daily with the EL Intervention teacher, focusing on the 4 domains of the ELPAC assessment (Reading, Writing, Listening, and Speaking) and the California ELD standards.This action will also be included in the site SPSA. SED-Provide intentional and focused reading and writing instruction in Tier 1 as well as from the Response to Intervention (RTI) teacher. Tier 1 provides a Reader's Workshop model in which small group differentiated reading instruction takes place. In RTI, Tier 2, students receive 45 minutes of daily targeted reading instruction for those who are determined to need additional support.This action will also be included in the site SPSA. Huron Elementary Site will provide the following: School-wide targeted Tier II reading/literacy intervention focused on reading foundational skills by grade span as well as small group intensive Tier III reading instruction with an emphasis on our English learner and low income subgroups.This action will also be included in the site SPSA.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Coalinga Middle School will Implement a targeted intervention plan focused on addressing specific skill deficiencies identified by CAASPP ELA results. Utilize the Professional Learning Communities and monthly collaboration days to develop and implement standards-based instruction tailored to meet the needs of students performing below standard, specifically our English Learners and Socio-economically disadvantaged students. The intervention plan will include differentiated instruction, targeted small-group interventions, and individualized support as needed. This action will also be included in the site SPSA.

While this action is specifically created to support the language proficiency needs of English learner and LTEL students and literacy skills development of our Low income and English learner students, including those at Sunset Elementary, Huron Elementary, and Coalinga Middle School, because all students will benefit from this action, it is being provided district-wide. | |
| 1.7 | **Action:**
Advanced Placement Courses

Need:
A review of our most current local data reflects that our low income and English learner | To support participation and success in Advanced Placement courses, CHUSD will provide AP teachers,
Professional development for AP teachers, and supplemental materials. | 1.9 - AP Participation and Exams |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students require more support compared to all students in order to participate and succeed in Advanced Placement courses. Our teachers told us that they would like to receive training on strategies to support diverse student populations, including low income students and English learners, taking advanced placement courses. In our experience, our low income students do not always have the resources to access supplemental materials such as study aides and practice exams that can increase their chances of passing an AP exam. **Scope:** LEA-wide	The training for our AP teachers will help them to embed and use high-impact strategies in their instruction that support low income and English learner students. Strategies such as scaffolded instruction and collaborative learning can assist these students in successful completion of advanced courses. The supplemental materials will ensure that the identified students are able to participate fully in AP courses. Supplemental materials may include digital learning platforms and study materials designed to enhance learning for the identified students. Additionally, The district will implement a proactive AP outreach and support program that specifically targets underrepresented and potentially high-achieving English learner and low income students. This program would aim to identify, encourage, and support students who have the potential to succeed in AP but may not currently be considering or enrolling in them. By scoring well on AP exams, low income students and English learners can earn college credits while still in high school. This can reduce the number of classes they need to take in college, saving time and money and significantly lowering the cost of a college education, making it more accessible and affordable. While this action is specifically created to support the identified needs of low income and English learner students, because all students will benefit from this action, it is being provided district-wide.	
1.8	**Action:** Library Services	To support ELA and reading achievement, funds will be utilized to provide a library media teacher in	1.3 - CAASPP ELA

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		providing low income and English learner students with texts specific to their ability to read. The identified students are familiar with the reading level scores given on the benchmark assessments and will be taught to understand the labeling on library books. We will also ensure that the opportunity to assess low income and English learner students' comprehension of books read is provided in the libraries, resulting in earning rewards to encourage student participation. While this action is specifically created to support the identified needs of low income and English learner students, because all students will benefit from this action, it is being provided district-wide.	
1.9	**Action:** College and Career Readiness **Need:** According to the metrics above and local data, our English learner and low income students have some of the lowest completion rates in CTE/ROP and electives, which leads to a lower number of students who meet "Prepared" on the College and Career Indicator. Our data also shows low drop-out rates at both the middle and high school levels, which will need to be maintained. Our English learner and low income student populations have A-G rates lower than that of all students. Upon investigating this at the high school, the district discovered there is a need for students to better understand the	To support the achievement of college and career readiness, CHUSD will provide supplemental instructional materials, guest speakers, campus and career visits, post-secondary awareness events, and secondary counselors. CHUSD will allocate resources to provide English learner and low income students targeted supplemental instructional materials in order to provide greater access and support to a broad course of study which includes CCSS, NGSS, CTE/ROP, and electives. Services performed under this action are intended to support college and career readiness by increasing the number of resources available to provide differentiated instruction and support skill development based on individual student need.	1.5 - A-G Completion 1.14 - Graduation Rate 2.1 - Middle School Dropout Rate 2.2 - High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	connection between A-G completion and postsecondary opportunities. Our English learner and low income student population is in need of additional academic, social/emotional, and mentoring support in order to increase their high school graduation rates. Feedback from Educational Partners suggests that robust counseling services are a way to provide this needed support. **Scope:** LEA-wide	CHUSD will provide college and post-secondary awareness opportunities that include guest speakers, campus and career visits, and provide students with the information needed to pursue higher education and/or career training in order to support the successful completion of A-G courses. Guest speakers and college visits are designed to expose students to various professions and the educational pathways required for college and careers. The identified students will also be exposed to various professions and the educational pathways required for these careers from interactions with guest speakers. By exposing the identified students to firsthand experiences of college environments, as well as exposure to real-world professionals, we hope to demystify the college and career process. Costs will include other operating expenditures, such as transportation costs for college visits and outside consultants coming in as guest speakers. In addition, the high school will continue to hold its "Annual Signing Day" to promote a culture dedicated to positive outcomes for students. By removing opportunity barriers for our English learners and low income students, the District expects to increase competition of A-G courses for these populations. Additionally, CHUSD is committed to providing caring and supportive counseling services that focus on social/emotional, behavioral, attendance, academic, and A-G completion for English learners and low income students. This support will provide opportunities for counselors and students to work together in creating academic plans and will also support students with strategies	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to overcome social/emotional barriers to success. Counselors will continue to participate in professional learning communities focused on data analysis and disaggregation of metrics based on middle schools of origin to ensure students with the greatest needs are being served. This action is designed to meet the needs most associated with our English learners and low income students, because all students will benefit, it is being provided district wide.	
1.10	**Action:** Professional Development for All Staff **Need:** According to Dashboard data, our English learner and low income student populations have a need for additional support to see increased performance on local and state academic assessments. Additionally, a needs assessment showed our teachers require support in implementing state adopted standards and curriculum to best serve our students. **Scope:** LEA-wide	Ensuring practitioners are current in the most recent research-based practices that address and mitigate barriers most often associated with and experienced by our English learners and low income students is critical. Therefore, CHUSD will allocate funds to support three (3) days of professional development for all certificated staff. Professional development will be aimed at improving teacher capacity and building teacher understanding of instructional practices, curriculum, and instructional technology that targets and supports the identified students. Supplemental training materials, supplies, and operating costs for training are also funded through this action. Additionally, The district will ensure that professional development includes aligning curriculum and instruction with state standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also train teachers on how to use these protocols to drive instructional	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.4 - CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		decisions and develop action plans for addressing identified gaps. This action is designed to meet the needs most associated with English learner and low income students, because the District feels this will be beneficial for all students, it will be available on a district-wide basis.	
1.11	**Action:** Site-Specific Professional Development **Need:** According to Dashboard data, our English learner and low income student populations have a need for additional support to see increased performance on local and state academic assessments. Additionally, a needs assessment showed our teachers require support in implementing state adopted standards and curriculum to best serve our students. **Scope:** LEA-wide	All staff need to be further supported in addressing achievement gaps that are specific to the needs of their own English learner and low income student populations. Therefore CHUSD has allocated an additional one and a half (1.5) hours per month for professional development for all certificated staff to meet the needs of each site, specific to supporting the learning gaps of these student groups. Site specific professional development needs will be based on an analysis of the English Learner and Low Income students at each site. Training will be tailored to meet the identified needs and may include: enhancing the educational practices such as best first instruction and lesson embedded intervention for at-risk students, increasing the understanding of identified student barriers, fostering collaboration between school and home, incorporating trauma-informed practices, and empowering educators with content area knowledge and resources. Supplemental training materials, supplies, and operating costs for training are also funded through this action. Additionally, The district will ensure that these site based professional development sessions include aligning curriculum and instruction with state	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.4 - CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also train teachers on how to use these protocols to drive instructional decisions and develop action plans for addressing identified gaps. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided districtwide.	
1.12	**Action:** Educational Technology **Need:** According to the state and local metrics, our English learners and low income students have the most opportunity for increased academic improvement. Educational partner feedback makes it clear that our English learner and low income students have the least access to state standards and curriculum resources. Educational Partner feedback shows that these students rely on the technology and devices provided by our district to be able to access digital learning at home. **Scope:** LEA-wide	To support English learner and low income students' access to state adopted standards and curriculum, CHUSD will provide technology devices, software maintenance, hardware replacement/repair, insurance licenses, classroom technology devices, and Cloud Based Learning Management Systems. These supports will provide consistent access to state standards, adopted curriculum, digital learning applications and monitoring of progress even while at home. This allows English learner and low income students the ability to continue their education, parents to monitor progress and communicate with school staff, and teachers the resources to engage and provide instruction. Access to information through the use of technology is an essential part of the state standards and the way students prepare for assessments, providing practice on the technology platform by which assessments are delivered. The district will also provide maintenance and replacement of hardware and software, including licenses, at no cost to students.	1.1 - State Standard Implementation 1.2 - EL Access to State Standards 1.3 - CAASPP ELA 1.4 - CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided districtwide	
1.13	**Action:** Physical Fitness Test **Need:** Based on Dashboard data, our low income students require more support when it comes to performance on the CA Physical Fitness Test. Additionally, according to root cause analysis and Educational Partner feedback, there is a desire to improve the physical well-being and health of our students in order to improve learning. Low income students often lack the resources necessary to secure physical fitness training and support outside of school. **Scope:** LEA-wide	To address these needs, CHUSD will provide a weight room attendant position, at the high school level, that will be maintained to provide opportunities and training for the identified students to improve their health, increase participation in healthy activities, and do well on the physical fitness state exam. By providing these services during the school day and at no cost to the identified students, we are seeking to level the playing field when it comes to physical fitness training opportunities. While this action is specifically created to support the identified needs of low income students, because all students will benefit from this action, it is being provided districtwide.	1.13 - CA PFT Participation Educational Partner Feedback
2.1	**Action:** District Sports Programs **Need:** Based on state data, our foster youth, English learner, and low income students have chronic	A barrier for our foster youth students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, extracurricular sports are a key engagement activity for the identified students. CHUSD recognizes the need for foster youth, low income, and English learner	2.4 - Attendance Rate 2.5 - Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absenteeism rates that are higher than our District average.

A needs assessment revealed that one of the barriers to school attendance for our foster youth students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, providing a robust athletics program is an effective way to promote low income, English Learner and Foster Youth student engagement, encouraging school attendance.

Scope:
  LEA-wide | students to improve access to extracurricular sports, especially those who are the least engaged. Therefore, CHUSD will allocate funds to maintain sports programs for elementary, middle, and high schools. Funds will be used for the high school Athletic Directors' salaries, middle school Athletic Directors' stipends, certificated and classified coaches' stipends, and professional services to facilitate events, equipment, supplies, and transportation to and from sporting events, during the sports season, in order to promote engagement, especially for our foster youth, English learner, and low income students. Through the sports programs, the Athletic Directors and coaches will provide a network of support for our low income, foster youth, and English learner students within the school and community. They will act as a bridge between both, identifying and monitoring specific needs of the identified students, possibly leading to referrals to necessary resources such as mental health supports, food assistance and housing resources. Our low income and foster youth students do not always have the means or access to equipment and supplies necessary to participate in sports, as well as, transportation to the events. By providing these resources, we will ensure our English learners, low income and foster youth students have the supplies needed to participate in the sports programs.

This action is designed to meet the needs most associated with our English learners, foster youth, and low income students needing to increase engagement through participation in extracurricular sports programs; however, because | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		the District feels this will be beneficial for all students, it will be available on a district-wide basis.	
2.2	**Action:** Educational Opportunities Outside of School **Need:** According to Educational Partner feedback and the California Healthy Kids Survey, our English learner, foster youth, and low income student population rely on school for their educational enrichment opportunities, such as field trips and have little access to additional enrichment opportunities outside of school. A needs assessment revealed that one of the barriers to student connection and attendance for our foster youth and low income students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, providing educational opportunities outside of school is an effective way to promote low income, English Learner and Foster Youth student engagement, encouraging school connection attendance. **Scope:** LEA-wide	CHUSD will allocate resources to provide expanded learning opportunities through educational field trips for our English learner, foster youth, and low income student population. These opportunities will be designed to support CCSS implementation, promote outdoor education, and enhance student knowledge of their community and California. Experiencing learning outside the classroom in a dynamic setting can make education more engaging and relevant. This hands-on, experiential learning can build background knowledge and foster curiosity in subjects that the identified students might find abstract or disconnected from their daily lives when taught in a traditional classroom setting. While this action is specifically created to support the identified needs of English learners, foster youth, and low income students, because all students will benefit from this action, it is being provided district-wide.	1.12 - Broad Course of Study 2.4- Attendance Rate 2.9 - Student Connection Educational Partner Feedback
2.3	**Action:** Campus Safety	The term student engagement can provide an overarching framework for many positive individual	2.8 - School Safety 2.9 - Student Connection

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on the California Healthy Kids Survey, 74% of our students feel safe at school and 43% of secondary students feel connected to school. According to educational partner feedback, which includes parents, staff and students, from our English learner and low income populations, providing a safe environment through safety personnel and products is essential to student engagement. **Scope:** LEA-wide	student processes, relationships within the school, and contextual qualities. In order to support students' behavior engagement through actions such as good attendance, following rules, completing assignments, coming to class prepared, and participating in class and in school activities, CHUSD will provide staff who can build meaningful relationships that help our English learner and low income students thrive. CHUSD is committed to ensuring a safe and secure learning environment for our low income and English learners, as well as all students. The District will provide Campus Safety Liaisons: two (2) at HES, three (3) at CHS, one (1) at HMS, two (2) at CMS, two (2) for Coalinga Elementary school sites, and one (1) at Alternative Ed. CHUSD will allocate funds to support a chief security liaison to provide community-oriented communications with parents, students, and staff. In addition, security staff will conduct presentations on campus safety for staff and students, work with assistant principals on restorative practices, and demonstrate positive interactions with safe adults. CHUSD Campus Safety Liaisons will support identified students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect. CHUSD will also allocate funds for materials and supplies that support security liaisons safety presentations, avenues for students to anonymously report safety concerns and incidents, and enhance school site security. In our experience, campus safety staff are necessary to create an environment where the identified students and staff can focus on learning and personal growth without unnecessary risks or	Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		disruptions. The supports provided by staff are designed to promote a sense of security, support emergency preparedness, and contribute to the overall well-being of the school community through the active involvement of safe adults on campus and increased community-oriented communication. These services are supported by, research which says that trusting and positive relationships can lead to higher feelings of safety, security, and engagement by students. This action is designed to meet the needs most associated with our English learner and low income students' needs. Because the District anticipates these actions and services will benefit all students, they will be available on a district-wide basis.	
2.4	**Action:** Education Services Staff **Need:** According to Dashboard data and educational partner feedback, there is an opportunity for improvement in chronic absenteeism rates and suspension rates, especially for our Foster Youth, English Learner, and Low Income students. Additionally the Dashboard shows that EL and SED students at Coalinga Middle School and Coalinga High School were rated "Very High" in the area of suspensions, indicating a need to provide support for EL and SED students at these sites.	In order to address these needs, the District will provide certificated salaries and benefits for 7 Assistant Principals and Roving Principal who focus on supporting the SEL system and Capturing Kids Hearts model of relationship building and social interactions that cultivate higher levels of executive functioning, self-regulation, and skills for intra- and interpersonal interaction. The District recognizes that supporting students' social/emotional health and modeling positive relationships and social interactions are practices that have been shown to decrease suspension rates and ultimately change behaviors for our English Learner, Foster Youth, and Low-Income students.	2.5 - Chronic Absenteeism 2.7 - Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	When we evaluated our current systems, including those at Coalinga Middle and High Schools, we found a need to implement restorative justice practices, including alternatives to suspension. We believe that implementing these alternatives will provide our EL and SED students with stronger connections to caring adults, keeping them in school. Educational partner feedback revealed a need to continue to implement our SEL system, including the Capturing Kids Hearts model in order to help staff build strong connections with students. **Scope:** LEA-wide	The district will provide comprehensive professional development on restorative justice principles and practices for the Assistant Principals so they can lead and implement restorative justice practices across the schools in the district. Restorative Justice focuses on repairing harm and restoring relationships rather than punitive measures. By training assistant principals to become champions of restorative justice, they will be tasked with transforming school discipline policies and practices to reflect these approaches. In addition to focusing on suspension rates, Assistant Principals will monitor other indicators impacting academic achievement, including chronic absenteeism. They will collaborate with teachers in PLCs to analyze data and connect the identified students and their families to resources provided by the district or other local agencies. They will work with the district child attendance and welfare team to remove barriers to school attendance for EL and SED students. In addition to supporting our SEL system and Capturing Kids Hearts model of relationship building and social interactions, the Roving Principal will support our elementary and alternative education sites that do not have assistant principals. Coalinga High School will focus on building relationships with at-risk EL and SED students and implement with fidelity site-wide Tier 1 lessons to address academic and behavioral expectations (Toad Pride) through a PBIS model. A behavioral intervention teacher and counselor will increase	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		behavioral supports, interventions and restorative practices in order to cultivate higher levels of executive functioning, self-regulation, and skills for intra- and interpersonal interaction.

Coalinga Middle School will develop engaging learning experiences promoting voice, choice, and a passion for learning, incorporating college and career awareness activities, aiming to reduce suspensions by 3% from last year, while fostering trusting relationships between students and mentors for English learners and low income students. Through a proactive systems approach to behavior and implementation of school-wide expectations, Coalinga Middle School will use the PBIS model to enhance student motivation towards taking action in leading their education. The school will continue to grow trusting adult relationships through the SMART mentorship program and build upon positive connections with students and families through Capturing Kids Hearts and Leader in Me. By integrating these comprehensive strategies, Coalinga Middle School is dedicated to creating a supportive and dynamic educational environment where every student can thrive academically, socially, and emotionally.

This action is designed to meet the needs most associated with FY, EL, and LI, including EL and SED students at Coalinga Middle School and Coalinga High School, because the District feels this will be beneficial for all students, it will be available on a district-wide basis. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Child Welfare and Attendance **Need:** Based on our most current Dashboard data, our foster youth, English learner, and low income students have chronic absenteeism rates that are higher than our District average. While student's sense of safety have slightly increased over the last three year period, connectedness rates show a need for improvement in this area. Through a root cause analysis and Educational Partner input, CHUSD continues to recognize that improved communication throughout the district and community, as well as increased social/emotional supports for the identified students will help address the stressors and barriers that impact absenteeism, including improving opportunities to increase communication with families designed to impact student engagement and attendance in school. Drop out rates at our Middle and High Schools remain low, which Educational Partners attribute to the social-emotional and health supports provided by the district. **Scope:** LEA-wide	In order to address this need, CHUSD will allocate funds for Community Liaisons at 7 sites to provide outreach services to our foster youth, English learner, and low income students, their guardians, and community members. Community Liaisons will play a vital role in building a home-to-school connection. Community Liaisons will assist with translation and interpretation duties, assist with parent meetings, workshops, and training as well as assist with monitoring student attendance. CHUSD will also address behavioral root causes that act as barriers to fully engaging in school and result in absenteeism. Funding to support our evolving needs for Behavior Specialists and Social Workers who provide social/emotional skill building, and wellness check-ins to our foster youth, English learner, and low income students. By providing students with the resources needed to be healthy and better prepared to be present as active learners at school, the District believes barriers to attendance, particularly for our foster youth, English learner, and low income students will be reduced. Research and local practitioner experience indicates that by effectively supporting the identified students with social/emotional support and tools, students will develop resilience and confidence to more effectively navigate the stressors that exist at school so CHUSD will fund elementary counselors district wide. This action will also include an Administrator of Student Services and Family Support who will provide Child Welfare and Attendance (CWA) services by guiding support, monitoring academics and engagement, and connecting personalized	2.1 - Middle School Dropout Rate 2.2 - High School Dropout Rate 2.4 - Attendance Rate 2.5 - Chronic Absenteeism 2.8 - School Safety 2.9 - Student Connection

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	social/emotional counseling, social skill building and practice, strengthening our foster youth, English learner, and low income students ability to self-regulate, set academic goals, self-select academic and social strategies, and contribute to a positive culture; all strategies that can improve their ability to access instruction and academic content and promote their attendance at school. Outreach specialists will also serve as another point of communication for the identified student's families in order to strengthen parent engagement in their child's educational experience. By providing additional support staff dedicated to identifying and meeting the needs of the whole child, we aim to strengthen school connectedness for both parents and students. While this action is specifically created to support foster youth, English learners, and low income students, because all students will benefit from this action, it is being provided districtwide.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$45,783,863	$18,026,472	39.373%	3.387%	42.760%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$60,680,705.38	$22,209,543.48	$247,091.00	$63,034.00	$83,200,373.86	$67,278,028.66	$15,922,345.20

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CTE/ROP Participation		Yes	LEA-wide				$1,068,224.00	$796,320.05	$1,068,224.00	$486,195.05	$247,091.00	$63,034.00	$1,864,544.05	
1	1.2	Access to Visual and Performing Arts		Yes	LEA-wide				$447,952.00	$31,600.00	$479,552.00				$479,552.00	
1	1.3	Targeted Intervention & Instructional Support		Yes	LEA-wide				$603,868.89	$0.00	$603,868.89				$603,868.89	
1	1.4	Alternative Education Program		Yes	LEA-wide				$1,638,423.00	$20,000.00	$1,658,423.00				$1,658,423.00	
1	1.5	STEM		Yes	LEA-wide				$168,798.00	$40,000.00	$208,798.00				$208,798.00	
1	1.6	ELA and ELD Support		Yes	LEA-wide				$3,754,197.00	$290,000.00	$4,044,197.00				$4,044,197.00	
1	1.7	Advanced Placement Courses		Yes	LEA-wide				$357,083.00	$20,000.00	$377,083.00				$377,083.00	
1	1.8	Library Services		Yes	LEA-wide				$745,786.00	$190,419.00	$936,205.00				$936,205.00	
1	1.9	College and Career Readiness		Yes	LEA-wide				$1,475,274.00	$100,000.00	$1,575,274.00				$1,575,274.00	
1	1.10	Professional Development for All Staff		Yes	LEA-wide				$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.11	Site-Specific Professional Development		Yes	LEA-wide				$0.00	$168,419.00	$168,419.00				$168,419.00	
1	1.12	Educational Technology		Yes	LEA-wide				$1,767,375.00	$400,000.00	$2,167,375.00				$2,167,375.00	
1	1.13	Physical Fitness Test		Yes	LEA-wide				$43,308.43	$0.00	$43,308.43				$43,308.43	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	District Sports Programs		Yes	LEA-wide				$336,269.00	$659,196.00	$995,465.00				$995,465.00	
2	2.2	Educational Opportunities Outside of School		Yes	LEA-wide				$0.00	$300,000.00	$300,000.00				$300,000.00	
2	2.3	Campus Safety		Yes	LEA-wide				$772,123.00	$50,000.00	$822,123.00				$822,123.00	
2	2.4	Education Services Staff		Yes	LEA-wide				$1,505,317.00	$0.00	$1,505,317.00				$1,505,317.00	
2	2.5	Child Welfare and Attendance		Yes	LEA-wide				$2,384,309.90	$0.00	$2,384,309.90				$2,384,309.90	
2	2.6	Wellness Initiative		Yes	LEA-wide				$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.7	Community Schools	All	No			All Schools		$200,000.00	$50,000.00		$250,000.00			$250,000.00	
3	3.1	Centralized Administrative Functions	All	No			All Schools		$3,084,186.00	$2,882,769.22	$5,966,955.22				$5,966,955.22	
3	3.2	Operating Costs	All	No			All Schools		$28,079,229.44	$0.00	$20,000,000.00	$8,079,229.44			$28,079,229.44	
3	3.3	Transportation and Facilities	All	No			All Schools		$8,357,457.00	$6,778,350.94	$15,135,807.94				$15,135,807.94	
3	3.4	Food Services	All	No			All Schools		$1,979,931.00	$1,713,189.99		$3,693,120.99			$3,693,120.99	
3	3.5	Special Education	All	No			All Schools		$8,508,917.00	$925,769.00		$9,434,686.00			$9,434,686.00	
4	4.1	CCI Support	All	No			Specific Schools: Cambridge High, Chesnut High (Continuation), Miles W. Culwell Community Day		$0.00	$188,419.00		$188,419.00			$188,419.00	
5	5.1	Chronic Absenteeism Rate	All	No			Specific Schools: Annie E. Cheney Kindergarten		$0.00	$77,893.00		$77,893.00			$77,893.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$45,783,863	$18,026,472	39.373%	3.387%	42.760%	$19,577,942.22	0.000%	42.762 %	**Total:**	$19,577,942.22
								LEA-wide Total:	$19,577,942.22
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	CTE/ROP Participation	Yes	LEA-wide			$1,068,224.00	
1	1.2	Access to Visual and Performing Arts	Yes	LEA-wide			$479,552.00	
1	1.3	Targeted Intervention & Instructional Support	Yes	LEA-wide			$603,868.89	
1	1.4	Alternative Education Program	Yes	LEA-wide			$1,658,423.00	
1	1.5	STEM	Yes	LEA-wide			$208,798.00	
1	1.6	ELA and ELD Support	Yes	LEA-wide			$4,044,197.00	
1	1.7	Advanced Placement Courses	Yes	LEA-wide			$377,083.00	
1	1.8	Library Services	Yes	LEA-wide			$936,205.00	
1	1.9	College and Career Readiness	Yes	LEA-wide			$1,575,274.00	

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	1.10	Professional Development for All Staff	Yes	LEA-wide			$200,000.00	
1	1.11	Site-Specific Professional Development	Yes	LEA-wide			$168,419.00	
1	1.12	Educational Technology	Yes	LEA-wide			$2,167,375.00	
1	1.13	Physical Fitness Test	Yes	LEA-wide			$43,308.43	
2	2.1	District Sports Programs	Yes	LEA-wide			$995,465.00	
2	2.2	Educational Opportunities Outside of School	Yes	LEA-wide			$300,000.00	
2	2.3	Campus Safety	Yes	LEA-wide			$822,123.00	
2	2.4	Education Services Staff	Yes	LEA-wide			$1,505,317.00	
2	2.5	Child Welfare and Attendance	Yes	LEA-wide			$2,384,309.90	
2	2.6	Wellness Initiative	Yes	LEA-wide			$40,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$58,752,810.49	$56,177,798.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	CTE Participation	Yes	$1,796,322.79	2,330,493.99
1	1.2	Access to Visual and Performing Arts	Yes	$836,546.00	636,868.14
1	1.3	Targeted Intervention	Yes	$753,138.00	615,373.43
1	1.4	Alternative Education Program	Yes	$1,596,450.00	1,534,413.63
1	1.5	STEM (Science, Technology, Engineering, & Math)	Yes	$50,000.00	2,656
1	1.6	SEAL Early Literacy & Be GLAD Language Enrichment	Yes	$978,787.92	1,149,794.15
1	1.7	Advanced Placement Courses	Yes	$761,661.59	346,354
1	1.8	Educational Opportunities Outside of the School	Yes	$300,000.00	324,187.35
1	1.9	Library Services	Yes	$882,166.00	831,621.75
1	1.10	Cloud-Based Learning Management System	Yes	$22,550.00	26,378.92
1	1.11	College and Career Readiness Supplemental Instruction Materials	Yes	$60,000.00	20,000

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	Targeted Reading Intervention	Yes	$1,940,561.00	1,787,221
1	1.13	Education Services Staff	Yes	$969,396.00	1,025,579
1	1.14	Professional Development for All Certificated Staff	Yes	$350,000.00	192,564.52
1	1.15	Site-Specific Professional Development	Yes	$100,716.00	155,177.46
1	1.16	Instructional Support	Yes	$1,345,467.00	1,538,588.74
1	1.17	Educational Technology	Yes	$2,517,926.31	1,761,250.00
1	1.18	High School Physical Fitness	Yes	$45,000.00	45,000
2	2.1	District Sports Programs	Yes	$1,108,424.48	1,055,596.72
2	2.2	College and Post-Secondary Opportunities	Yes	$40,000.00	6,757.04
2	2.3	Campus Safety	Yes	$1,297,778.62	951,489.19
2	2.4	Counseling Services	Yes	$2,495,813.00	2,037,224.83
2	2.5	Child Welfare and Attendance	Yes	$3,196,196.43	3,281,069.34
2	2.6	Wellness Initiative	Yes	$1,462,550.00	751,628.01

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)
3	3.1	Centralized Administrative Functions	No	$6,600,116.47	$6,600,116.47
3	3.2	Operating Costs	No	$6,000,865.62	$4,674,953.74
3	3.3	Transportation and Facilities	No	9,649,201.15	$9,470,107.92
3	3.4	Food Services	No	$3,000,364.04	$3,876,074.97
3	3.5	Special Education	No	$8,594,812.07	$9,149,257.89

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$18,197,257	$24,113,760.14	$22,397,768.21	$1,715,991.93	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	CTE Participation	Yes	$1,175,587.79	2,330,493.99		
1	1.2	Access to Visual and Performing Arts	Yes	$836,546.00	636,868.14		
1	1.3	Targeted Intervention	Yes	$753,138.00	615,373.43		
1	1.4	Alternative Education Program	Yes	$1,423,494.00	1,534,413.63		
1	1.5	STEM (Science, Technology, Engineering, & Math)	Yes	$50,000.00	2,656		
1	1.6	SEAL Early Literacy & Be GLAD Language Enrichment	Yes	$978,787.92	1,149,794.15		
1	1.7	Advanced Placement Courses	Yes	$761,661.59	346,354		
1	1.8	Educational Opportunities Outside of the School	Yes	$300,000.00	324,187.35		
1	1.9	Library Services	Yes	$882,166.00	824,821.75		
1	1.10	Cloud-Based Learning Management System	Yes	$22,550.00	26,378.92		
1	1.11	College and Career Readiness Supplemental Instruction Materials	Yes	$60,000.00	20,000		
1	1.12	Targeted Reading Intervention	Yes	$1,940,561.00	1,787,221		
1	1.13	Education Services Staff	Yes	$969,396.00	1,025,579		

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	Professional Development for All Certificated Staff	Yes	$350,000.00	192,564.52		
1	1.15	Site-Specific Professional Development	Yes	$100,716.00	155,177.46		
1	1.16	Instructional Support	Yes	$1,345,467.00	1,538,588.74		
1	1.17	Educational Technology	Yes	$2,517,926.31	1,758,531		
1	1.18	High School Physical Fitness	Yes	$45,000.00	45,000		
2	2.1	District Sports Programs	Yes	$1,108,424.48	1,055,596.72		
2	2.2	College and Post-Secondary Opportunities	Yes	$40,000.00	6,757.04		
2	2.3	Campus Safety	Yes	$1,297,778.62	951,489.19		
2	2.4	Counseling Services	Yes	$2,495,813.00	2,037,224.83		
2	2.5	Child Welfare and Attendance	Yes	$3,196,196.43	3,281,069.34		
2	2.6	Wellness Initiative	Yes	$1,462,550.00	751,628.01		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$46,093,341	$18,197,257	12.50%	51.979%	$22,397,768.21	0.000%	48.592%	$1,561,156.42	3.387%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

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

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

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

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

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

    - ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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