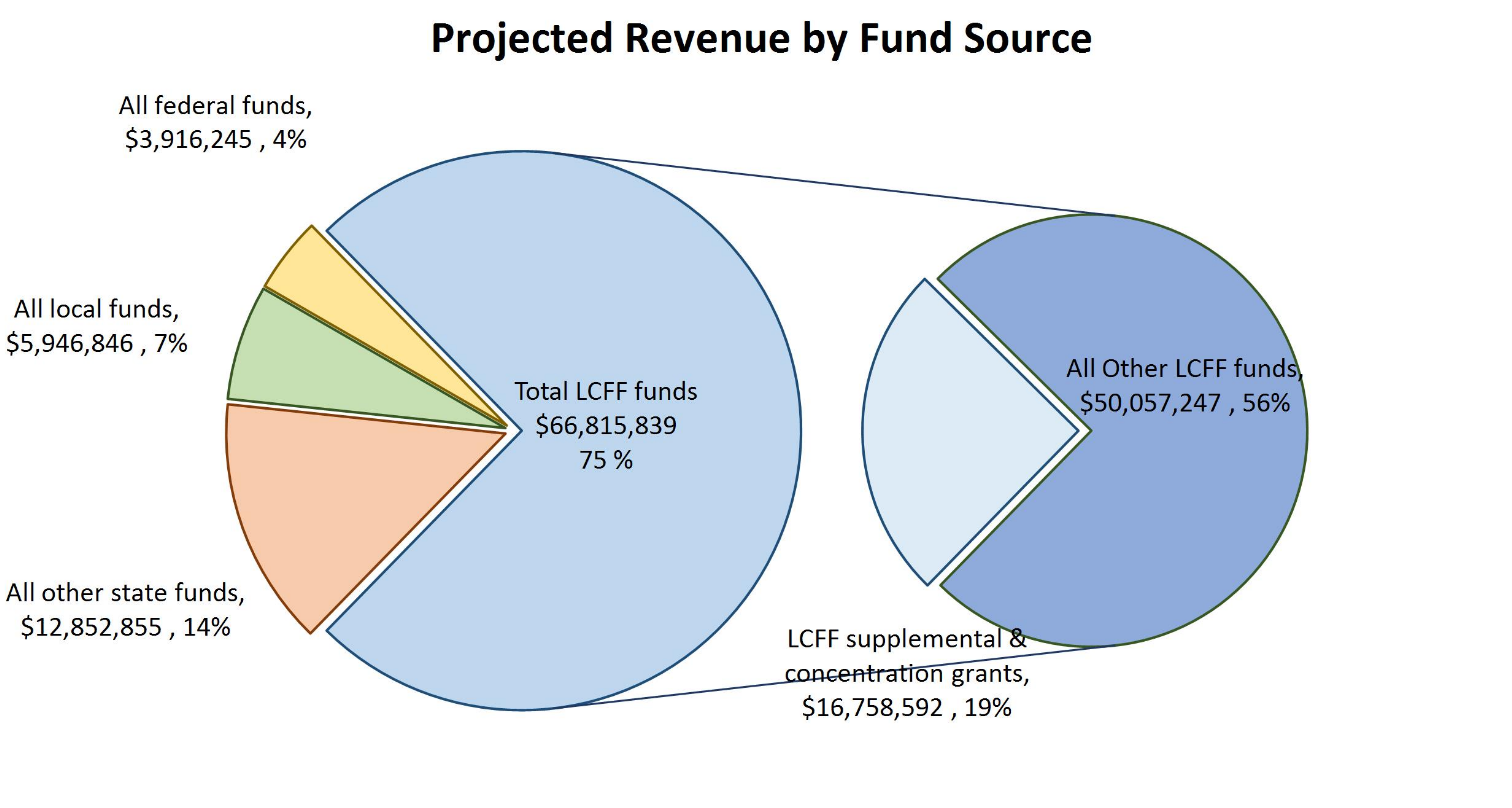
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coalinga-Huron Unified School District
CDS Code: 10-62125-0000000
School Year: 2026-27
LEA contact information:

Johnny Garza
Assistant Superintendent of Educational Services
jgarza@chusd.org
(559) 935-7600

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

Budget Overview for the 2026-27 School Year

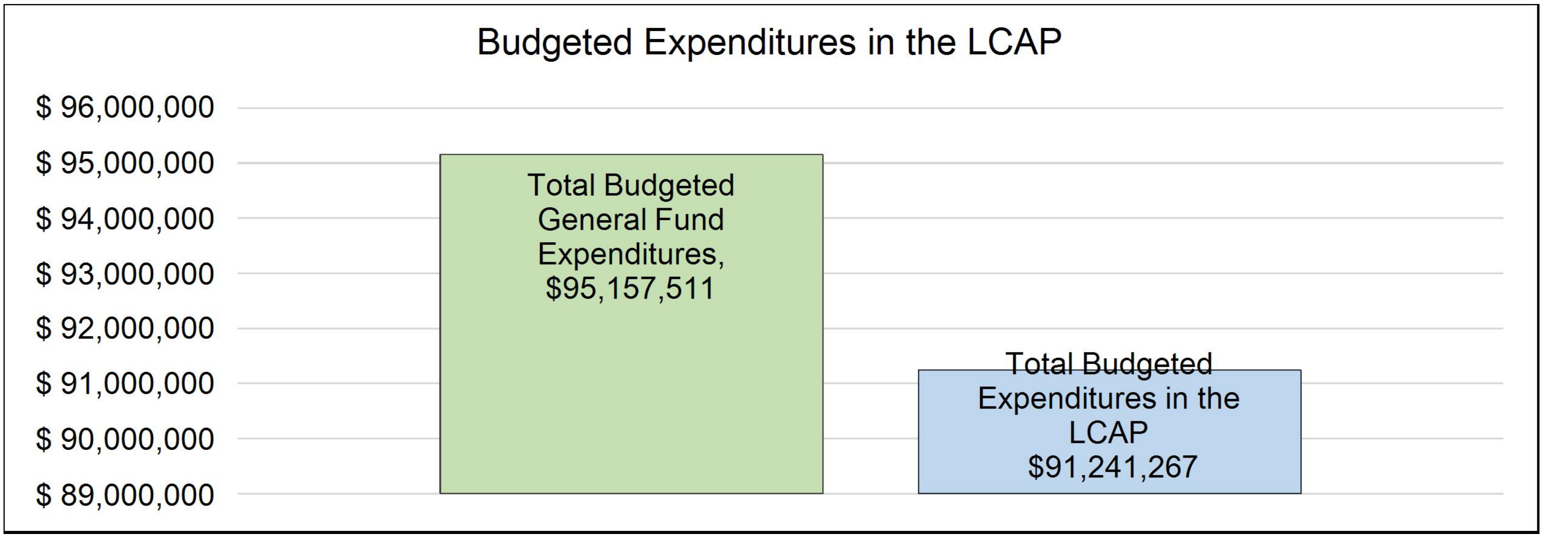


This chart shows the total general purpose revenue Coalinga-Huron Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Coalinga-Huron Unified School District is $89,531,785, of which $66,815,839 is Local Control Funding Formula (LCFF), $12,852,855 is other state funds, $5,946,846 is local funds, and $3,916,245 is federal funds. Of the $66,815,839 in LCFF Funds, $16,758,592 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Coalinga-Huron Unified School District plans to spend $95,157,511 for the 2026-27 school year. Of that amount, $91,241,267 is tied to actions/services in the LCAP and $3,916,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

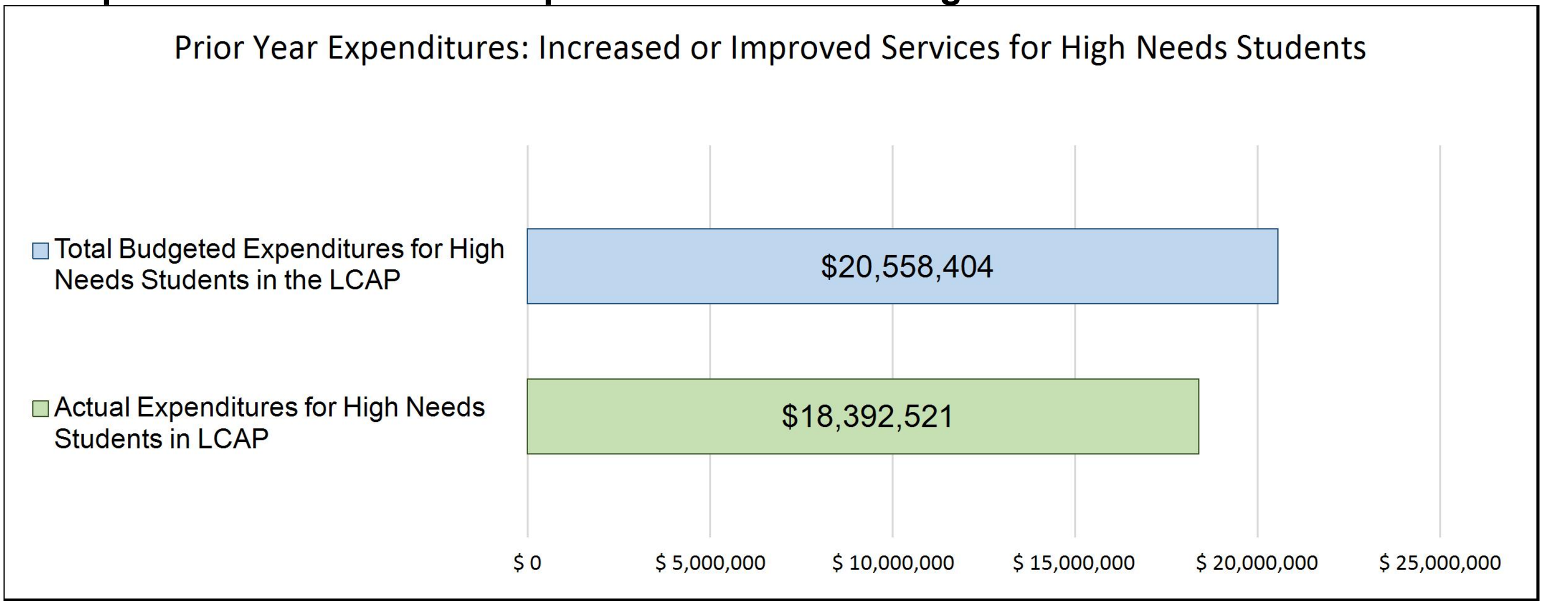
Restricted Federal, State, and Local revenues that support other educational goals outside of the LCAP have not been included

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

In 2026-27, Coalinga-Huron Unified School District is projecting it will receive $16,758,592 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 $$18,287,060 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 2025-26



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 2025-26, Coalinga-Huron Unified School District's LCAP budgeted $20,558,404 for planned actions to increase or improve services for high needs students. Coalinga-Huron Unified School District actually spent $18,392,521 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,165,883 had the following impact on Coalinga-Huron Unified School District’s ability to increase or improve services for high needs students:

CHUSD has continued to experience staffing issues for several years. The district plans to continue recruiting staff to implement the planned actions that our educational partners desire. We also saw the use of other funding sources impact the budget for post-secondary awareness events.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Coalinga-Huron Unified School District	Johnny Garza Assistant Superintendent of Educational Services	jgarza@chusd.org (559) 935-7600

Plan Summary [2026-27]

General Information

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

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 4,358 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 17,281 per the 2025 US Census Bureau estimates. The median household income for Coalinga is $75,451 (2024), approximately 24% less than the state average. The demographics are 64.5% Hispanic or Latino, 29.9% White, 4.7% Black or African American, 3.9% Asian, 1% Native American, and 20.7% 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 $52,500, approximately 47% less than the state average, making Huron one of the poorest cities in the state. According to 2025 US Census Bureau estimates, the city of Huron has a population of approximately 7,394, however, the number of residents may swell to well over 9,000 during harvest seasons. The demographics are 99.3% Hispanic or Latino, 11.5% White, 1.2% Black or African American, 0% Native American, and 45.9% with two or more races. The local economy of Huron depends heavily on the agricultural industry. Students from Huron comprise about one-third of the CHUSD student body.

Of the 4,358 students, approximately 1,200 students (27.54%) 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 0.09% American Indian or Alaska Native, 0.8% Asian, 0.21% Filipino, 1.15% Black or African American, 87.79% Hispanic or Latino, 0.09% Pacific Islander, 8.26% White, 1.58% with two or more races, and with 0.02% 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 32.9% of our student body with 20 different languages spoken by CHUSD students. Additionally, 82.19% of our students are socioeconomically disadvantaged.

Schools sites identified for Equity Multiplier funding are Cambridge High School, Chesnut High School, and Culwell Community Day School. Cheney Kindergarten received Equity Multiplier funds for the 2024-25 school year but is no longer identified for funding. CHUSD will continue with the previously established Equity Multiplier goal for Cheney Kindergarten.

Reflections: Annual Performance

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

According to the 2025 California School Dashboard, Coalinga-Huron Unified School District demonstrated measurable improvement across multiple state indicators, reflecting the district’s focused efforts on academic recovery, student engagement, and systems of support. The district showed improvement in English Language Arts, Mathematics, Chronic Absenteeism, Suspension Rate, Graduation Rate, and College/Career readiness, while maintaining performance in English Learner Progress. Local indicators also reflect continued implementation and progress in districtwide systems aligned to student success and organizational improvement.

Academic performance data indicates positive growth in both English Language Arts and Mathematics. English Language Arts improved by 13.4 points, with All Students performing at 73.3 points below standard, improving from 86.7 points below standard in 2024 while maintaining an Orange performance level. Mathematics improved by 10.2 points, with All Students performing at 107.7 points below standard, improving from 117.9 points below standard in 2024 and maintaining an Orange performance level. These gains exceed statewide growth rates in both content areas, indicating that district investments in Tier 1 instruction, intervention systems, professional development, and expanded learning opportunities are positively impacting student achievement. CHUSD will continue prioritizing instructional coherence, progress monitoring, and targeted academic supports to accelerate achievement for all student groups.

English Learner outcomes remained stable with the district maintaining Orange status on the English Learner Progress Indicator. In 2025, 42.7% of English Learners made progress toward English language proficiency, compared to 43.4% in 2024, reflecting a slight decline of 0.6 percentage points while maintaining overall status. Long-Term English Learners performed at 41.5% making progress, declining by 4.0%. Although overall progress remained relatively stable, CHUSD recognizes the continued need to strengthen designated and integrated English Language Development, monitoring systems, and reclassification pathways to accelerate language acquisition and reduce the number of Long-Term English Learners.

Student engagement data reflects continued improvement in attendance outcomes. Chronic Absenteeism declined from 28.0% in 2024 to 25.4% in 2025, a decrease of 2.6 percentage points, while maintaining Orange status. This marks continued improvement from the post-pandemic high of 45.7% in 2022. Student groups including English Learners declined 4.1%, Foster Youth declined 9.5%, and White students declined 5.0%. These results demonstrate the effectiveness of district attendance systems, including home visits, attendance review teams, weekly site attendance meetings, family outreach, and wraparound services coordinated by Community Liaisons, Social Workers, Counselors, and site administrators. While progress is evident, Chronic Absenteeism remains an area requiring continued focus, particularly for student groups performing in Red, including African American, Asian, Homeless, and Two or More Races student groups.

School climate and behavior data showed significant improvement. Suspension Rate declined from 7.5% in 2024 to 4.8% in 2025, a decrease of 2.7 percentage points, improving district performance to Yellow status. This represents the district's lowest suspension rate since 2022 and demonstrates progress resulting from behavior intervention efforts, implementation of restorative practices, Positive Behavioral Interventions and Supports (PBIS), and increased staff training. Notably, Foster Youth suspension rates declined to 21.4%, earning Blue performance status. English Learners declined 1.8%, Students with Disabilities declined 5.7%, and Socioeconomically Disadvantaged students declined 2.8%. CHUSD will continue expanding restorative practices training, strengthening Tier 1 behavior systems, and improving school connectedness through relationship-building strategies such as community outreach and community events that gives our educational partners a voice.

Graduation outcomes demonstrated strong success in 2025. Graduation Rate increased from 84.1% in 2024 to 91.1% in 2025, an increase of 7.0 percentage points, resulting in Blue performance status. Student groups also showed strong performance, including English Learners at 85.7%, Students with Disabilities at 88.5%, and Hispanic students at 90.5%. This improvement reflects district efforts focused on credit recovery, academic counseling, dropout prevention, alternative education pathways, and monitoring systems to ensure students remain on track to graduate.

College and Career readiness also improved significantly. The College/Career Indicator increased from 28.7% Prepared in 2024 to 42.9% Prepared in 2025, an increase of 13.3 percentage points, resulting in Green performance status. This substantial growth reflects district investments in Career Technical Education pathways, dual enrollment opportunities, A-G completion, and expanded college and career readiness supports. Student groups such as English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students all demonstrated increases in preparedness levels.

The 2025 Dashboard shows that Coalinga-Huron Unified continues to have areas requiring targeted improvement despite districtwide gains. District equity reports indicate the following areas of lowest performance:

English Language Arts:
1 Red student group
5 Orange student groups
Mathematics:
2 Red student groups
5 Orange student groups
Chronic Absenteeism:

4 Red student groups
4 Orange student groups
Suspension:
1 Orange student group

Student groups requiring targeted intervention include Long-Term English Learners in both ELA and Mathematics, Homeless students in Mathematics, and multiple student groups in Chronic Absenteeism, including African American, Asian, Homeless, and Two or More Races student groups. These outcomes continue to guide district LCAP actions and resource allocation.

All Local Indicators were reported as Standard Met, including: Basics: Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study

The district continues progressing in implementation of academic standards and family engagement systems. Overall, the 2025 California School Dashboard reflects meaningful progress for Coalinga-Huron Unified School District in several priority areas, including academics, attendance, behavior, graduation, and college/career readiness. While significant gains were achieved, district data continues to highlight the need for focused supports for Long-Term English Learners, Homeless students, and student groups experiencing high rates of chronic absenteeism.

Moving forward, CHUSD remains committed to strengthening Tier 1 instruction, expanding intervention systems, improving school connectedness, implementing restorative practices, and ensuring equitable outcomes for all students.

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

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

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

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

Coalinga Middle: ELA-EL, SED, Hispanic, White; Math-EL, SED Hispanic, White; Suspension-EL, SED, SWD, Hispanic, White Huron Elementary: ELA-EL, SED, Hispanic
Sunset Elementary: ELA-EL, SED

The unexpended LREBG funds for the 2026-27 school year are $3,032,439 and can be found in Action 1.13-Learning Recovery. The remaining LREBG funds will be utilized on this action or as outlined in future LCAP actions through June 30, 2028.

Our needs assessment revealed significant needs regarding ELA and Math achievement among our Hispanic, Low Income, English Learner, Long Term English Learner, and Students with Disabilities student groups. In response, Goal 1 Action 13 focuses on tutoring, expanded learning opportunities, early intervention, professional development, decreasing credit deficiency, diagnostic/progress monitoring services for pupils, and needs. This action aligns with allowable fund uses in the areas of accelerating progress to close learning gaps (EC 32526 (c)(2)(Bi, iii, iv, vi)), access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements (EC 32526 (c)(2)(D)), additional academic services for pupils (EC 32526 (c)(2)(E)), and conducting the needs assessment pursuant to subdivision d (EC 32526 (c)(2)(F)). Our needs assessment did not identify significant needs in the area of Chronic Absenteeism.

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 became eligible in 2024 for differentiated assistance for LTELs, and Students with Disabilities who are low-performing in the areas of ELA and Math; LTELs, White, and Two or More Races who have high rates of Chronic Absenteeism; White Students with Disabilities, and Two or more races who have high rates of Suspension. We are eligible in 2025 for differentiated assistance for Homeless Youth who are low-performing in the academics (ELA and Mathematics) and have a high rate of Chronic Absenteeism. As part of this process, the district is focusing on improving outcomes for the identified student group in academics and chronic absenteeism. To generate change, CHUSD has undertaken the Improvement Science Approach. In February 2026, we developed a framework to address mindsets to improve our conditions as they relate to our Homeless Youth. With the assistance from FCSS we worked on a Root Cause Analysis, and developed time commitments as well as roles and responsibilities for the improvement of our students. Scheduled support dates with FCSS have included: 2/5/2026 and 3/5/2026. Our efforts revealed that we need a strategic system to identify and monitor progress of identified student groups in the areas of academics and chronic absenteeism. CHUSD will implement a scoped out process of monitoring our Homeless Youth students. Action 1.6 in Goal 1 and Actions 2.4, 2.5, and 2.7 in Goal 2 are written to address these needs.

Comprehensive Support and Improvement

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

Schools Identified

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

NA no school 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 24, 2026 - Mid-Year Update June 5-19, 2026 - Public comment period; draft plan was posted on LEA website for review and comment June 9, 2026 - Draft Presentation & Public Hearing June 23, 2026 - Local Indicators Presentation & Board Adoption of LCAP and LEA Budget
DELAC, PAC, & ELAC: Parents	October 2025 - Panorama survey April 2026 - Panorama survey Presented metrics and solicited feedback on goals, actions, and expenditures: April 23 & 24, 2026 - DELAC & PAC Meeting Presented draft and solicited feedback: June 4 & 5, 2026 - DELAC, PAC, & Educational Partners Meeting No questions were submitted, therefore no written response from the Superintendent was required.
Instructional Leadership Team: Principals Administrators	March 2026 - Local survey April 2026 - Panorama survey March 23, 2026 - Presented metrics and solicited feedback at ILT Meeting
Consultation with Bargaining Units: Certificated Bargaining Unit Classified Bargaining Unit	October 2025 - Panorama March 2026 - Local survey April 2026 - Panorama survey

Educational Partner(s)	Process for Engagement
	Presented metrics and solicited feedback on goals, actions, and expenditures: April 13, 2026 - CHUTA Consultation April 22, 2026 - CSEA Consultation
Site Events and Meetings: Teachers Other School Personnel Certificated Bargaining Unit Parents Students	October 2025 - Panorama survey April 2026 - Panorama survey Presented metrics and solicited feedback on goals, actions, and expenditures: March 17, 2026 - Huron Elementary School Open House March 18, 2026 - Coalinga Middle School Open House March 19, 2026 - Dawson Elementary School Open House, Huron Middle School Open House March 15, 2026 - Coalinga High School Open House March 26, 2026 - Sunset Elementary School Open House April 21, 2026 - Bishop Elementary School Open House
Site Staff Meetings: Teachers Certificated Bargaining Unit Classified Bargaining Unit	Presented metrics and solicited feedback on goals, metrics, and expenditures: April 16, 2026 - Monthly Site PD
Coalinga High School ASB Leadership & SAC: Students	October 2025 - Panorama survey April 2026 - Panorama survey Presented draft and solicited feedback: March 15, 2026 - Coalinga High School Open House March 18, 2026 - ASB & SAC May 28, 2026 - Principal's Roundtable
SELPA	March 2026 - Survey March 16, 2026 - LEA consulted with the SELPA to ensure that actions included in the LCAP are aligned with the district's CIM plan
Equity Multiplier Site-Specific Engagement: Teachers Other School Personnel Certificated Bargaining Unit	Presented metrics and solicited feedback on goals, metrics, and expenditures: March 18, 2026 - Cambridge High School and Culwell Community Day School Open House

Educational Partner(s)	Process for Engagement
Classified Bargaining Unit Parents Students Sites included: Cambridge High School, Chesnut High School, Culwell Community Day School	March 19, 2026 - Chesnut High School Open House April 16, 2026 - Local survey to gather additional feedback

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

We began gathering input from educational partners at the start of the 2025 school year, as part of the three-year LCAP development process. The following reflects feedback that continues to be consistently shared by these groups and remains important to highlight, as well as new feedback:

Action 1.1 - CTE/ROP Participation

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

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 Middle School students expressed for more electives in the area of Mock Trial and Culinary classes.

-Educational partner feedback continue to suggests that robust counseling services are a way to provide social emotional support for behaviors and anti-bullying.

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

Action 1.13-Learning Recovery
-Students and parents expressed a need for high quality, effective tutoring. Staff, students and parents revealed a need for a comprehensive

way that students can recover from credit deficiencies at the high school level. This action was developed, which includes tutoring and credit recovery efforts.

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Standard Implementation State standards implemented as measured by State Reflection Tool (scored from 1-5).	2023-24 Providing professional learning: 3.32 avg Aligned instructional materials: 3.64 avg Policies/programs to support staff: 2.88 avg Implementing State Board adopted academic standards: 3.12 avg Source: Local survey	2024-25 Providing professional learning: 2.8 avg Aligned instructional materials: 3.54 avg Policies/programs to support staff: 2.63 avg Implementing State Board adopted academic standards: 3.2 avg Source: Local survey	2025-26 Providing professional learning: 3.19 avg Aligned instructional materials: 3.75 avg Policies/programs to support staff: 2.97 avg Implementing State Board adopted academic standards: 3.22 avg Source: Local survey	Average score of 4.5 in each section.	Providing professional learning: -0.13 Aligned instructional materials: +0.11 Policies/programs to support staff: + 0.09 Implementing State Board adopted academic standards: +0.10
1.2	EL Access to State Standards EL access to state standards/ELD standards as measured by State Reflection Tool (scored from 1-5).	2023-24 ELA & ELD: 3.18 avg ELA: 3.3 avg ELD: 3.1 avg Source: Local survey	2024-25 ELA & ELD: 2.93 avg ELA: 3.01 avg ELD: 2.85 avg Source: Local survey	2025-26 ELA & ELD: 3.3 avg ELA: 3.46 avg ELD: 3.15 avg Source: Local survey	Average score of 4.5 in sections pertaining to ELA and ELD.	ELA & ELD: +0.12 ELA: +0.16 ELD: +0.05
1.3	CAASPP ELA Percentage of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP.	2022-23 All: 19.88% LI: 17.3% EL: 4.73% LTEL: 3.69% Homeless: 0.0% Hispanic: 18.76% Sunset - LI: 21.25% Sunset - EL: 6.07%	2023-24 All: 19.98% LI: 17.76% EL: 2.76% LTEL: 1.41% Homeless: 11.29% Hispanic: 18.12% Sunset - LI: 27.83% Sunset - EL: 1.0%	2024-25 All: 23.43% LI: 20.46% EL: 3.84% LTEL: 1.92% Homeless: 15.63% Hispanic: 22.07% Sunset LI: 26.13% Sunset EL: 6.03%	Increase of 6% of students scoring "Met" or "Exceeded" in English Language Arts as measured by CAASPP All: 25.88% LI: 23.3% EL: 10.73%	All: +3.55% LI: +3.16% EL: -0.89% LTEL: -1.77% Homeless: +15.63% Hispanic: +3.31% Sunset - LI: +4.88% Sunset - EL: -0.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Huron Elementary - All: 11.33% Huron Elementary - LI: 10.88% Huron Elementary - EL: 2.71% Huron Elementary - Hispanic: 11.60% Coalinga Middle - All: 15.54% Coalinga Middle - LI: 12.29% Coalinga Middle - EL: 3.13% Coalinga Middle - Hispanic: 13.50% Coalinga Middle - White: 24.69% CHS - All: 37.13% CHS - LI: 35% CHS - EL: 8.25% CHS - Hispanic: 37.07% Source: CAASPP	Huron Elementary - All: 12.02% Huron Elementary - LI: 11.93% Huron Elementary - EL: 4.02% Huron Elementary - Hispanic: 12.21% Coalinga Middle - All: 15.84% Coalinga Middle - LI: 12.62% Coalinga Middle - EL: 0.58% Coalinga Middle - Hispanic: 13.07% Coalinga Middle - White: 29.69% CHS - All: 36.47% CHS - LI: 34.61% CHS - EL: 3.95% CHS - Hispanic: 34.77% Source: CAASPP	Huron Elementary - All: 17.18% Huron Elementary - LI: 17.4% Huron Elementary - EL: 5.53% Huron Elementary - Hispanic: 17.37% Coalinga Middle - All: 21.12% Coalinga Middle - LI: 19.33% Coalinga Middle - EL: 1.36% Coalinga Middle - Hispanic: 20.57% Coalinga Middle - White: 24.25% CHS - All: 37.29% CHS - LI: 33.66% CHS - EL: 4.29% CHS - Hispanic: 34.95% Source: CAASPP	LTEL: 9.69% Homeless: 6.0% Hispanic: 24.76% Sunset - LI: 27.25% Sunset - EL: 12.07% Huron Elementary - All: 17.33% Huron Elementary - LI: 16.88% Huron Elementary - EL: 8.71% Huron Elementary - Hispanic: 17.60% Coalinga Middle - All: 21.54% Coalinga Middle - LI: 18.29% Coalinga Middle - EL: 9.13% Coalinga Middle - Hispanic: 19.50% Coalinga Middle - White: 30.69% CHS - All: 43.13% CHS - LI: 41% CHS - EL: 14.25% CHS - Hispanic: 43.07%	Huron Elementary - All: +5.85% Huron Elementary - LI: +6.52% Huron Elementary - EL: +2.82% Huron Elementary - Hispanic: +5.77% Coalinga Middle - All: +5.58% Coalinga Middle - LI: +7.04% Coalinga Middle - EL: -1.77% Coalinga Middle Hispanic:+7.07% Coalinga Middle - White: -0.44% CHS -All: +0.16% CHS - LI: -1.34% CHS- EL: -3.96% CHS - Hispanic: -2.12%
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%	2023-24 All: 11.82% LI: 10.67% EL: 3.44% LTEL: 0.0% Homeless: 12.90%	2024-25 All: 15.36% LI: 13.50% EL: 4.55% LTEL: 1.53% Homeless: 14.29%	Increase of 6% of students scoring "Met" or "Exceeded" in Math as measured by CAASPP	All: +4.82% LI: +4.11% EL: +1.12% LTEL: +1.16% Homeless: +11.43% Hispanic: +5.07%

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	Hispanic: 10.53% Coalinga Middle - All: 8.25% Coalinga Middle - LI: 6.83% Coalinga Middle - EL: 0.0% Coalinga Middle - Hispanic: 6.05% Coalinga Middle - White: 21.54% CHS - All: 6.64% CHS - LI: 5.74% CHS - EL: 0.0% CHS - Hispanic: 5.66% Source: CAASPP	Hispanic:14.64% Coalinga Middle - All: 10.92% Coalinga Middle - LI: 9.88% Coalinga Middle - EL: 1.32% Coalinga Middle - Hispanic: 10.57% Coalinga Middle - White: 13.43% CHS - All: 9.17% CHS - LI: 8.87% CHS - EL: 0.0% CHS - Hispanic: 8.91% Source: CAASPP	All: 16.54% LI: 15.39% EL: 9.43% LTEL: 6.37% Homeless: 8.86% Hispanic: 15.57% Coalinga Middle - All: 12.33% Coalinga Middle - LI: 10.87% Coalinga Middle - EL: 6.52% Coalinga Middle - Hispanic: 10.74% Coalinga Middle - White: 18.20% CHS - All: 12.25% CHS - LI: 12.67% CHS - EL: 6.0% CHS - Hispanic: 12.03%	Coalinga Middle - All: +4.59% Coalinga Middle - LI: +5.01% Coalinga Middle - EL: +0.8% Coalinga Middle - Hispanic: +5.83% Coalinga Middle - White: +1.23% CHS - All: +2.92% CHS - LI: +2.2% CHS - EL: maintained CHS - Hispanic: +2.88%
1.5	A-G Completion Percentage of graduation cohort with successful course completion of A-G courses.	2022-23 All: 22.5% LI: 21.8% EL: 10.1% Source: California School Dashboard Additional Reports	2023-24 All: 17.8% LI: 17.5% EL: 8.4% Source: California School Dashboard Additional Reports	2024-25 All: 25.1% LI: 23.2% EL: 13.7% Source: California School Dashboard Additional Reports	40% of of graduation cohort with successful course completion of A-G courses. All: 40% LI: 40% EL: 40%	All: +2.6% LI: +1.4% EL: +3.6%
1.6	CTE Pathway Completion Percentage of graduation cohort who competed at least one CTE pathway.	2022-23 All: 46.9% LI: 45.6% EL: 33%	2023-24 All: 47.3% LI: 46.7% EL: 32.1%	2024-25 All: 57.1% LI: 56.3% EL: 50.6%	65% of graduation cohort who competed at least one CTE pathway. All: 65% LI: 65%	All: +10.2% LI: +10.7% EL: +17.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard Additional Reports	Source: California School Dashboard Additional Reports	Source: California School Dashboard Additional Reports	EL: 65%	
1.7	EL Progress Percentage of English learners making progress towards English language proficiency.	2022-23 43.4% Source: California School Dashboard	2023-24 43.3% Source: California School Dashboard	2024-25 42.7% Source: California School Dashboard	60% of all English learners making progress toward English proficiency.	-0.6%
1.8	EL Reclassification Rate Percentage of EL students reclassified as English language proficient.	2022-23 8% Source: Local Records	2023-24 12.68% Source: CALPADS & DataQuest	2024-25 12.53% Source: CALPADS & DataQuest	12% English learner reclassification rate.	+4.53%
1.9	AP/Dual Enrollment Participation & Success Percentage of students in grades 9-12 enrolled in AP courses, enrolled in dual enrollment courses, and percentage of students scoring a "3" or higher on AP exams.	2022-23 Participation: 12% Source: CALPADS Scored "3" or higher All: 41.1% LI: 37.3% EL: 40% Source: Local records	2023-24 AP Participation: 10.37% Dual Enrollment Participation: 26.9% Source: CALPADS Scored "3" or higher All: 45.83% LI: 48.86% EL: 37.5% Source: Local records	2024-25 AP Participation: 9.47% Dual Enrollment Participation: 33.8% Source: CALPADS Scored "3" or higher All: 48.74% LI: 50.63% EL: 27.27% Source: Local records	Increase participation in AP and Dual Enrollment courses by 6%. 60% of students in AP courses scoring "3" or higher on AP exams. All: 60% LI: 60% EL: 60%	AP Participation: -2.53% DE Participation: +6.9% Scored "3" or higher All: +7.64% LI: +13.33% EL: -12.73%
1.10	EAP ELA Percentage of students scoring "Ready" or higher in English Language Arts on the EAP.	2022-23 All: 20.1% LI: 16.4% EL: 0%	2023-24 All: 30.7% LI: 28.3% EL: 2.6% Source: CAASPP	2024-25 All: 31.35% LI: 28.03% EL: 2.94% Source: CAASPP	35% of students scoring "Ready" or higher in English Language Arts on the EAP.	All: +11.25% LI: +11.63% EL: +2.94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	2023-24 All: 5.4% LI: 4.5% EL: 0% Source: CAASPP	2024-25 All: 7.69% LI: 7.33% EL: 0.99% Source: CAASPP	10% of students scoring "Ready" or higher in Math on the EAP. All: 10% LI: 10% EL: 10%	All: +6.39% LI: +6.7% EL: +0.99%
1.12	Broad Course of Study Student access and enrollment to a broad course of study as measured by analysis of school site master schedule and percentage of students in grades 7-12 enrolled in elective courses.	2022-23 Access: 100% Enrollment: 68% Source: CALPADS	2023-24 (Adjusted) Access: 100% Enrollment: 73.8% Source: CALPADS	2025-26 Access: 100% Enrollment: 63.4% Source: CALPADS	100% access to broad course of study. 80% enrollment in electives.	Access to broad course of study: maintained Enrollment in electives: -4.6%
1.13	Graduation Rate Percentage of students in four-year adjusted cohort who earned their diploma.	2022-23 All: 88.1% LI: 87.4% EL: 76.9% Source: DataQuest	2023-24 All: 84% LI: 84.7% EL: 76.2% Source: Dataquest	2024-25 All: 91% LI: 90.5% EL: 85.5% Source: Dataquest	95% graduation rate for students in the adjusted four-year cohort. All: 95% LI: 95% EL: 95%	All: +2.9% LI: +3.1% EL: +8.6%
1.14	A-G & CTE Percentage of graduation cohort who are A-G ready and completed at least one CTE pathway.	2022-23 All: 17% LI: 16.3% EL: 7.1%	2023-24 All: 14.3% LI: 14.2% EL: 6.9%	2024-25 All: 20% LI: 18.7% EL: 13.1%	30% students in the adjusted four-year cohort both A-G eligible and have completed at least one CTE pathway.	All: +3% LI: +2.4% EL: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: California School Dashboard Additional Reports	Source: California School Dashboard Additional Reports	Source: California School Dashboard Additional Reports	All: 30% LI: 30% EL: 30%	
1.15	CAST Percentage of students scoring "Met" or "Exceeded" in Science as measured by CAST	2022-23 All: 12.65% LI: 10.67% EL: 0.87% Source: CAASPP	2023-24 All: 10.08% LI: 8.21% EL: 0.25% Source: CAASPP	2024-25 All: 11.58% LI: 9.01% EL: 1.31% Source: CAASPP	Increase of 6% of students scoring "Met" or "Exceeded" in Science as measured by CAST All: 18.65% LI: 16.67% EL: 6.87%	All: -1.07% LI: -1.66% EL: +0.44%
1.16	CCI Percentage of students considered "prepared" for college or career upon high school graduation	Metric added as part of the 2025-2026 Plan	2023-24 All: 30.2% LI: 28.6% EL: 11.1% Source: California School Dashboard	2024-25 All: 42.9% LI: 41.2% EL: 26.5% Source: California School Dashboard	Increase of 6% of students considered "prepared" for college or career upon high school graduation All: 36.2% LI: 34.6% EL: 17.1%	All: +12.7% LI: +12.6% EL: +15.4%

Goal Analysis [2025-26]

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

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

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

Successes: all actions were implemented with fidelity and shown to be mostly effective or effective for increasing or improving services for students and increasing student proficiency outcomes.

The following actions were implemented according to plan:
1.1-CTE/ROP Participation
1.2-Access to Visual and Performing Arts
1.3-Targeted intervention and Instructional Support
1.4-Alternative Education Program
1.5-STEM
1.7-Advanced Placement and Dual Enrollment Courses
1.8-Library Services
1.9-College and Career Readiness
1.12-Educational Technology

Challenges: The district did experience familiar 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, increase in certificated and classified salaries, as well as the continued increase in materials and supply costs impact the budget which have created substantive differences in some actions.

The following actions were implemented but show material differences:
1.6-ELA and ELD Support (some early intervention program costs paid through one-time funds to expend them first and we were unable to hire for the district literacy coach position, the action was implemented fully with a slight adjustment to coverage of academic coaches since we were short one person)
1.10-Professional Development for All Staff (increase to professional services and materials costs)
1.13-Learning Recovery (greatly expanded this action by increasing early intervention programs to serve more students)

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

Due to increases in salaries, costs of professional services and materials, CHUSD experienced higher expenditures resulting in under-budgeting for the following actions:
1.10-Professional Development for All Staff (materials and service costs increased above what was budgeted)
1.13-Learning Recovery (increase in early intervention program costs including staff because these are one time funds we expended them first)

Due to the use of other funds, and utilizing in-house personnel the following actions were over-budgeted:
1.6-ELA and ELD Support (some early intervention program costs paid through one-time funds to expend them first and we were unable to hire for the district literacy coach position, the action was implemented fully with a slight adjustment to coverage of academic coaches since we were short one person)

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

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

Action: 1.1 CTE Participation
Metric 1.5 A-G Completion
2022-2023 (Baseline): 22.5% (All), 21.8% (LI), 9.8% (EL)
2023-2024: 17.8% (All), 17.5% (LI), 8.4% (EL)
2024-2025: 25.1% (All), 23.2% (LI), 13.7% (EL)
Metric 1.6 CTE Pathway Completion
2022-2023(Baseline): 46.9% (All), 45.6% (LI), 33% (EL)
2023-2024: 47.3% (All), 46.7% (LI), 32.1% (EL)
2024-2025: 57.1% (All), 56.3% (LI), 50.6% (EL)
Metric 1.14 A-G Ready and CTE Pathway Completed
2022-2023 (Baseline): 17% (All), 16.3% (LI), 7.1 (EL)
2023-2024: 14.3% (All), 14.2% (LI), 6.9% (EL)
2024-2025: 20% (All), 18.7% (LI), 13.1% (EL)
Effectiveness of Action: Effective

Analysis: According to the cited metrics, CTE supplemental materials, teachers and training produced positive results. According to the results on the 2025 Dashboard, the district’s English learner students saw a 18.5% increase in CTE pathway completion rates, as well as increases of 9.8% and 9.6% for the All and Low Income student groups respectively. We also experienced increases in the rates of students who were considered A-G Ready and had completed a CTE Pathway with All students increasing 6.7%, Low Income students increasing 4.5%, and English Learner students increasing 6.2%. In addition, we see in Metric 1.5 that overall, A-G completion rates alone also increased across all student groups. Not only did each of these metrics show an increase across all student groups when compared to the results from the 2024 Dashboard, the increases have made up the difference of the decrease experienced last year and surpassed the baseline data points for each metric in every student group. According to our educational partner feedback, student respondents and parents have a better understanding of what CTE is or what pathways are offered at Coalinga High School and how they support students. Due to these results and our educational partner feedback, CHUSD will continue this action as written. Coalinga High School will also continue to host a CTE event to showcase and educate students and parents on the courses/pathways offered. This event will be designed to encourage as many parents and students to attend by hosting at a convenient time, providing transportation between our communities, and providing translated materials and presentations, as well as, a digital presentation of all courses/pathways to be shared through parent communication systems for those who could not attend.

Action: 1.2 Access to Visual and Performing Arts
Metric 1.12 Access and Enrollment in Broad Course of Study
2022-2023 access(Baseline): 100%
2022-2023 6-12 elective enrollment (Baseline): 68%

2023-2024 access: 100%
2023-2024 6-12 elective enrollment: 73.8%
2024-2025 access: 100%
2024-2025 6-12 elective enrollment: 63.4%
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98%(All), 17.76% (LI), 2.76% (EL)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
2024-2025: 15.36% (All), 13.50% (LI), 4.55% (EL)
Metric 2.9 Student Connection
2022-2023 CHKS (Baseline): 43% (students), 81% (parents), 86% (staff)
2023-2024 Local Survey: 30% (students), 71% (parents), 57% (staff)
2024-2025 Local Survey: 47.5% (students), 70% (parents), 66% (staff)
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, access to visual and performing arts has consistently increased. Specific activities that contributed to these outcomes included maintaining master schedules at all secondary schools that provide every student with access to a broad course of study, including VAPA electives; offering a variety of visual and performing arts courses aligned to student interests; and promoting student participation in enrichment opportunities that foster creativity, collaboration, communication, and critical thinking. The district also continued to provide qualified VAPA teachers, instructional materials, and resources to ensure students had meaningful opportunities to participate in arts education.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 decreased from 73.8% in 2023-2024 to 63.4% in 2024-2025. Last year, it was reported that the elective enrollment percentage had increased to 93% but when revisiting the reports to complete this year's analysis it was discovered that the calculation was incorrect as some students had been counted more than once as they were enrolled in more than one elective course. The correction has been made and documented in the report of changes to metrics. However, we saw an increase in student, parent and staff connectedness percentages according to our Local Survey. We will continue addressing access and engagement in VAPA courses. The district again experienced increases in all student groups scoring Met or Exceeded on CAASPP Math and ELA with the exception of our EL student group for ELA who increased from their 2024-2025 scores but are still below the baseline percentage by 0.89%. The increases in these academic metrics support the transferability of skills gained in Visual and Performing Arts courses to other academic subjects.

Action: 1.3 Targeted Intervention
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL), 0.0% (HO)
2023-2024: 19.98%(All), 17.76% (LI), 2.76% (EL), 11.29%(HO)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL), 15.63% (HO)

2022-2023 Coalinga High School (Baseline): 35% (LI), 8.25% (EL)
2023-2024 Coalinga High School: 34.61% (LI), 3.95% (EL)
2024-2025 Coalinga High School: 33.66% (LI), 4.29% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL), 2.86% (HO)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL), 12.90% (HO)
2024-2025: 15.36% (All), 13.50% (LI), 4.55% (EL), 14.29% (HO)
2022-2023 Coalinga High School (Baseline): 6.67% (LI), 0.0% (EL)
2023-2024 Coalinga High School: 5.74% (LI), 0.0% (EL)
2024-2025 Coalinga High School: 8.87% (LI), 0.0% (EL)
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our targeted intervention action has been mostly effective in increasing CAASPP Met and Exceeded standards scores. Overall, we see increases for our Low Income population of 2.7% in ELA and 2.83% in Math, as well as, our Homeless student population who grew 4.34% from 23-24 (15.63% from baseline 22-23 year) in ELA and 1.39% from 24-25 (11.43% from baseline 22-23 year) in Math. Yet, Coalinga hIgh School site showed a slight decline in ELA but an increase of 3.13% in Math. Our English Learner student population showed an increase in ELA from 2.76% to 3.84% at the district level and a 0.34% increase at the Coalinga High School site level. In Math, our English Learner population increased 1.11% at the district level, yet was stagnant at the Coalinga High School site level. Our district All students group saw increases in both ELA and Math of 3.45% and 3.54% respectively. The mostly positive results support continuing with our plan for Elementary site administrators to monitor this action, since the PE teachers are provided through this action at their sites to allow interventions, ensuring that targeted intervention is taking place with fidelity by keeping record of students in each class attending sessions and their progress. The district will continue to provide a designated Intervention Teacher at Coalinga High School, as well as supplemental materials, to provide targeted intervention in the areas of Math and ELA, based on student need, during the school day as part of the master schedule.

Action: 1.4 Alternative Education Program
Metric 1.5 A-G Completion
2022-2023 (Baseline): 22.5% (All), 21.8% (LI), 9.8% (EL)
2023-2024: 17.8% (All), 17.5% (LI), 8.4% (EL)
2024-2025: 25.1% (All), 23.2% (LI), 13.7% (EL)
Metric 1.13 Graduation Rate
2022-2023 (Baseline): 88.1% (All), 87.4% (LI), 76.9% (EL)
2023-2024: 84% (All), 84.7% (LI), 76.2% (EL)
2024-2025: 91% (All), 90.5% (LI), 85.5% (EL)
Metric 2.2 High School Drop Out Rate
2022-2023 (Baseline): 1.98% (All), 1.78% (LI), 3.02% (EL)
2023-2024: 3.1% (All), 3.56% (LI), 4.9% (EL)
2024-2025: 0.02% (All), 0.02% (LI), 0.04% (EL)
Educational Partner Feedback
Effectiveness of Action: Effective

Analysis: According to the cited metrics, the Alternative Education Program has been effective when it comes to increasing graduation rates and A-G course completion rates for our English learner and low income students. Over the past year, these subgroups have made progress in graduation and have also experienced increases in achievement in A-G course completion rates. In addition, we have seen significant decreases in high school drop out rates. Our Educational Partners continue to request expansion of course offerings and resources at the Alternative Education sites. We will continue to implement programs that increase low income and English learner student engagement, such as project-based learning, extracurricular activities, and college/career readiness workshops, recognize and reward milestones to keep students motivated, as well as, encourage and facilitate parental involvement and create strong partnerships with community organizations that can provide additional resources and support for students and their families.

Action: 1.5 STEM
Metric 1.4 CAASPP Math Met and Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
2024-2025: 15.36% (All), 13.50% (LI), 4.55% (EL)
2022-2023 Coalinga High School (Baseline): 6.25% (All), 6.67% (LI), 0.0% (EL)
2023-2024 Coalinga High School: 6.64% (All), 5.74% (LI), 0.0% (EL)
2024-2025 Coalinga High School: 9.17% (All), 8.87% (LI), 0.0% (EL)
2022-2023 Coalinga Middle School (Baseline): 6.33% (All), 4.87% (LI), 0.52% (EL)
2023-2024 Coalinga Middle School: 8.25% (All), 6.83% (LI), 0.0% (EL)
2024-2025 Coalinga Middle School: 10.92% (All), 9.88% (LI),1.32%(EL)
Metric 1.15 CAST Met and Exceeded
2022-2023 (Baseline): 12.65% (All), 10.67% (LI), 0.87% (EL)
2023-2024: 10.08% (All), 8.21% (LI), 0.25% (EL)
2024-2025: 11:58% (All), 9.01% (LI), 1.31% (EL)
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our STEM action was mostly effective in increasing CAASPP Math and CAST results. Notably, at the district level our English Learner, Low Income, and all student populations increased their met or exceeded standard. However, at Coalinga High School, English Learner students scoring met or exceeded remained at 0.0% but their all student group and low income student group increased 2.53% and 3.13% respectively. Meanwhile, Coalinga Middle School also saw increases in CAASPP Math met or exceeded scores for all students, Low income students and the English learner student group, which increased 0.8% past the baseline data.These noted increases, we credit as the result of a district wide Math Coach and the professional development provided throughout the year. We also credit the strengthening of the PLC process and structure at both Coalinga High and Coalinga Middle Schools. Both sites participated in a redesign of their PLC structure and process that aligned to more accurately monitor the standards being taught and implement effective teaching strategies. We also experienced increases in CAST scores for all student groups that made up for the decreases seen last year but we have yet to regain the percentage of students meeting or exceeding the baseline data levels. We will continue to strengthen our Science instructional support as we continue this action next year.

Actions: 1.6 ELA and ELD Support

Metric 1.1 State Standards Implementation
2023-2024 (Baseline): 3.32 avg (Providing PL), 3.64 avg (Aligned Instructional Materials), 2.88 avg (Policies/Programs to support staff), 3.12 avg (Implementing state/board adopted academic standards)
2024-2025: 2.8 avg (Providing PL), 3.54 avg (Aligned Instructional Materials), 2.63 avg (Policies/Programs to support staff), 3.2 avg (Implementing State/Board adopted academic standards)
2025-2026: 3.19 avg (Providing PL), 3.75 avg (Aligned Instructional Materials), 2.97 avg (Policies/Programs to support staff), 3.22 avg (Implementing State/Board adopted academic standards)
Metric 1.2 EL Access to State Standards
2023-2024 (Baseline): 3.18 avg (ELA & ELD), 3.3 avg (ELA), 3.1 avg (ELD)
2024-2025: 2.93 avg (ELA & ELD), 3.01 avg (ELA), 2.85 avg (ELD)
2025-2026: 3.3 avg (ELA/ELD), 3.46 avg (ELA), 3.15 avg (ELD)
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI), 4.73% (EL), 3.69% (LTEL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL), 1.41% (LTEL)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL), 1.92% (LTEL)
2022-2023 Sunset Elementary (Baseline): 24.82% (All), 21.25% (LI), 6.07% (EL)
2023-2024 Sunset Elementary: 31.16% (All), 27.83% (LI), 1.0% (EL)
2024-2025 Sunset Elementary: 32.16% (All), 26.13% (LI), 6.03% (EL)
2022-2023 Coalinga Middle School (Baseline): 15.54% (All), 12.29% (LI), 3.13% (EL)
2023-2024 Coalinga Middle School: 15.84% (All), 12.62% (LI), 0.58% (EL)
2024-2025 Coalinga Middle School: 21.12% (All), 19.33% (LI), 1.36% (EL)
2022-2023 Huron Elementary (Baseline): 11.33% (All), 10.88% (LI), 2.71% (EL)
2023-2024 Huron Elementary: 12.02% (All), 11.93% (LI), 4.02% (EL)
2024-2025 Huron Elementary: 17.18% (All), 17.40% (LI), 5.53% (EL)
Metric 1.7 EL Progress Toward English Proficiency
2022-2023 (Baseline): 43.4%
2023-2024: 43.3%
2024-2025: 42.7%
Metric 1.8 EL Reclassification Rate
2022-2023 (Baseline): 8%
2023-2024: 12.68%
2024-2025: 12.53%
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our ELA and ELD Support action has been mostly effective. The district experienced consistent increases in CAASPP ELA met or exceeded scores for all students and low income students district wide and at Sunset Elementary, Coalinga Middle School, and Huron Elementary. Huron Elementary and Coalinga Middle School experienced the most significant increases with all students gaining more than 5% and English Learners gaining 5.47% and 6.71% respectively. Sunset Elementary experienced the most significant increases in English learner students scoring met or exceeded on CAASPP ELA at 5.03%. The district also experienced increases in the average scores in all areas measured by the state reflection tool. The results are above or very close to the baseline averages we saw in 2023-2024. We began implementation of explicit literacy skills development training with our instructional coaches which contributed to some of the effectiveness of this action. We will continue implementation of the explicit literacy skills development training with our Kindergarten and First grade teachers and then scope to grades 2 and 3 to increase the impact. We have also noticedvery slight decreases in academic achievement of our English learner student group as our reclassification rate increased over the past few years and will be continuing to diagnose how best to support our lower academic level and long term English learners more effectively.

Action: 1.7 Advanced Placement Courses
Metric 1.9 AP Participation and Success
2022-2023 AP Exams scoring 3 or higher (Baseline): 41.1% (All), 37.3% (LI), 40% (EL)
2022-2023 AP Participation (Baseline): 12% (All)
2023-2024 AP Exams scoring 3 or higher: 45.83% (All), 48.86% (LI), 37.5% (EL)
2023-2024 AP/Dual Enrollment Participation:10.37% (AP), 26.9% (Dual Enrollment)
2024-2025 AP Exams scoring 3 or higher: 48.74% (All), 50.63% (LI), 27.27% (EL)
2024-2025: AP/Dual Enrollment Participation: 9.47% (AP), 33.8% (Dual Enrollment)
Effectiveness of Actions: Mostly Effective

Analysis: According to the cited metrics, this action targeting participation and success in Advanced Placement courses was somewhat effective. While the district's percentage of all and low income students passing the AP exams with a 3 or higher increased 2.91% and 1.77% respectively, our English learner group declined 10.23% as did the overall participation rate from 10.37% to 9.47%. Meanwhile, Dual Enrollment participation increased 6.9% from 26.9% to 33.8%. We attribute the decline in AP participation partially to an increase in dual enrollment course offerings and enrollment. The district will work this year to diagnose the needs of our English Learner's enrolled in AP courses so they are more successful in passing the end of year exams with a score of 3 or higher. We will also continue to implement a proactive AP and Dual Enrollment outreach and support program that specifically targets underrepresented and potentially high-achieving students. This program aims to identify, encourage, and support students who have the potential to succeed in AP and Dual Enrollment but may not currently be considering or enrolling in them.

Action: 1.8 Library Services
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL)
Metric Educational Partner Feedback
Effectiveness of Action: Mostly Effective

Analysis: According to the cited metrics, our Library Services action was mostly effective. The district experienced increases in all students, low income students, and English Learner student scoring met or exceeded on CAASPP ELA, however our English Learners are still scoring 0.89% below their 2022-2023 baseline of 4.73%. Our educational partner feedback still communicates the need for increased access to literary resources for our low income and English learner students The district will continue to ensure that all books in the five district libraries are labeled with reading levels that correlate to the reading levels given on our local literacy skill and reading benchmark assessments, therefore, providing students with texts at their level to read and that the opportunity to assess low income and English learner students' comprehension of books read is provided in the libraries, resulting in earning rewards to encourage student participation.

Action: 1.9 College and Career Readiness Supplemental Materials
Metric 1.5 A-G Completion
2022-2023 (Baseline): 22.5% (All), 21.8% (LI), 10.1% (EL)
2023-2024: 17.8% (All), 17.5% (LI), 8.4% (EL)
2024-2025: 25.1% (All), 23.2% (LI), 13.7% (EL)
Metric 1.13 Graduation Rate
2022-2023 (Baseline): 88.1% (All), 87.4% (LI), 76.9% (EL)
2023-2024: 84% (All), 84.7% (LI), 76.2% (EL)
2024-2025: 91% (All), 90.5% (LI), 85.5% (EL)
Metric 1.16 College and Career Indicator
2023-2024 (Baseline): 30.2% (All), 28.6% (LI), 11.1% (EL)
2024-2025: 42.9% (All), 41.2% (LI), 26.5% (EL)
Metric 2.1 Middle School Dropout Rate
2022-2023 (Baseline): 0.09% (All), 0.0% (LI), 0.0% (EL)
2023-2024: 0.49% (All), 0.55% (LI), 0.53% (EL)
2024-2025: 0.% (All), 0% (LI), 0% (EL)
Metric 2.2 High School Dropout Rate
2022-2023 (Baseline): 1.98% (All), 1.78% (LI), 3.02% (EL)
2023-2024: 3.11% (All), 3.56% (LI), 4.9% (EL)
2024-2025: 0.02% (All), 0.02% (LI), 0.04% (EL)
Effectiveness of Action: Effective

Analysis: According to the cited metrics, our College and Career readiness action was effective in increasing graduation and A-G completion rates as well as decreasing Middle School and High School dropout rates. We saw increases of successful A-G completion and Graduation Rates in all students, English learner, and low income students surpassing the 2022-2023 baseline rates by 1.4%-3.6% and by almost 10% for our English Learner A-G completion rate. The district also experienced significant increases in College and Career Indicators for All, Low Income, and English Learner student groups with greater than 12% in each. In addition, we also saw decreases in dropout rates for both middle and high school students with the highest rate decreasing by 4.86% for our high school English learner group. All student groups at the high school level are just short of 0% drop out rates but still well below the 2022-2023 baseline percentages. All student groups at the middle school level are at 0% drop out rate. Our educational partner feedback still communicates that robust counseling services are needed to provide support in academics and social/emotional well being. We will continue to implement this action as written, due to the high impact of our secondary counselors providing care and guidance for our most vulnerable populations as well as the college visits designed to meet student interests, but with an increased emphasis on guest speakers for career paths of interest to our secondary students and provided visits to such career areas to increase engagement.

Action: 1.10 Professional Development for all Certificated Staff, Action: 1.11 Site Specific Professional Development, Action 1.12 Educational Technology

Metric 1.1 State Standard Implementation
2023-2024 (Baseline): 3.32 avg (Providing PL), 3.64 avg (Aligned Instructional Materials), 2.88 avg (Policies/Programs to support staff), 3.12 avg (Implementing state/board adopted academic standards)
2024-2025: 2.8 avg (Providing PL), 3.54 avg (Aligned Instructional Materials), 2.63 avg (Policies/Programs to support staff), 3.2 avg (Implementing State/Board adopted academic standards)
2025-2026: 3.19 avg (Providing PL), 3.75 avg (Aligned Instructional Materials), 2.97 avg (Policies/Programs to support staff), 3.22 avg (Implementing State/Board adopted academic standards)
Metric 1.2 EL Access to State Standards
2023-2024 (Baseline): 3.18 avg (ELA & ELD), 3.3 avg (ELA), 3.1 avg (ELD)
2024-2025: 2.93 avg (ELA & ELD), 3.01 avg (ELA), 2.85 avg (ELD)
2025-2026: 3.3 avg (ELA & ELD), 3.46 avg (ELA), 3.15 avg (ELD)
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
2024-2025: 15.36% (All), 13.50% (LI), 4.55% (EL)
Effectiveness of Action: Effective

Analysis: According to the cited metrics, our professional development actions and educational technology action have been effective in producing an increase in CAASPP ELA and Math scores. For both CAASPP ELA and Math, our all, low income, and English learner student groups increased the percentage scoring met or exceeded past the baseline percentage from 2022-2023 with the exception of the English learner group for ELA who saw an increase of 1.08% from the 2023-2024 score but is still short of the baseline percentage by 0.89%. The district also experienced increases of the average scores in all areas measured by the state reflection tool, surpassing the baseline averages of 2023-2024 with the exception of the Providing Relevant Professional Learning, which is short of the baseline average by 0.13% but increased 0.39% from the last year's average. Key activities that the district believes contributed to these outcomes included providing ongoing professional learning focused on high-quality first instruction, standards-aligned curriculum implementation, integrated English Language Development (ELD) strategies, and the effective use of formative assessment practices. In addition, instructional leaders and teacher teams engaged in collaborative data analysis and professional learning communities (PLCs) to review student work, identify learning gaps, and adjust instruction based on evidence of student learning.The district will continue to ensure that ongoing professional development includes aligning curriculum and instruction with state standards and assessment frameworks as well as introduce data protocols for analyzing student work and assessment results. We will also continue to support teachers with using these protocols to drive instructional decisions and develop action plans for addressing identified gaps.

Action: 1.13 Learning Recovery
Metric 1.3 CAASPP ELA Met or Exceeded
2023-2024: 19.98% (All), 17.76% (LI), 2.76% (EL), 1.41% (LTEL), 18.12% (Hispanic)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL), 1.92% (LTEL), 22.07% (Hispanic)

Metric 1.4 CAASPP Math Met or Exceeded
2023-2024 (baseline): 11.82% (All), 10.67% (LI), 3.44% (EL), 0.0% (LTEL), 10.53% (Hispanic)
2024-2025: 15.36% (All), 13.50% (LI), 4.55% (EL), 1.53% (LTEL), 14.64% (Hispanic)
Metric Educational Partner Feedback
Effectiveness of Actions: Effective

Analysis: According to the cited metrics, our learning recovery action has been effective in accelerating academic proficiency in ELA and Math among our student populations that struggle the most. The district successfully provided expanded learning opportunities that created authentic real-world experiences aligned to state and board adopted standards, implemented a highly engaging credit recovery program for our comprehensive and alternative education high schools increasing performance of our Hispanic, EL and LTEL student groups in Math and ELA , built our staff capacity in literacy, ELA, and Math instruction through intentional professional development and instructional coaching that included standards alignment, content-specific instructional strategies, and continuous support which had a direct impact on the proficiency levels of our Low Income student group. We strive to increase academic proficiency by including high-impact tutoring that is aligned to our curriculum in the upcoming year.

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

The following METRICS and ACTIONS have been adjusted for Goal 1:
1.1-included CTE Showcase Event as part of this planned action
1.4-includes an expanded description of the uses of supplemental materials.
1.10- has been expanded to include supplemental training materials, supplies, and operating costs as part of this planned action
1.12-adjusted 6-12 elective enrollment percentage to 73.8% from 93% that was previously reported for the 2023-2024 year because we discovered a miscalculation when completing this year's analysis

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CTE/ROP Participation	To support CTE/ROP Participation, CHUSD will provide the following: CTE supplemental course materials CTE teachers CTE teacher professional development CTE Showcase Event	$1,222,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Access to Visual and Performing Arts	To support access to Visual and Performing Arts, CHUSD will provide: 4 middle school visual and performing arts teachers 1 high school visual and performing arts teachers VAPA supplemental materials and supplies Professional development for VAPA teachers	$724,199.00	Yes
1.3	Targeted Intervention & Instructional Support	To address the achievement gaps for our LI and EL students, CHUSD will provide: PE teachers at the elementary sites Intervention teacher at CHS Supplemental Intervention Materials Intervention Staff Professional Learning This action will address the following LEA level and Coalinga High School red indicators on the 2023 CA Dashboard: LEA-ELA Achievement English Learner, Socioeconomically Disadvantaged, Homeless LEA-Math Achievement English Learner, Socioeconomically Disadvantaged, Homeless Coalinga High School-ELA Achievement English Learner, Socioeconomically Disadvantaged Coalinga High School-Math Achievement English Learner, Socioeconomically Disadvantaged	$748,436.00	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	$1,921,937.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Alternative Education counselor Alternative Education teachers Alternative Education support staff Alternative Education supplemental materials to support extracurricular activities, college and career workshops, and project-based activities.		
1.5	STEM	To support higher achievement in science and math, CHUSD will provide: Science professional development for teachers Math professional development for teachers District Math Coach Supplemental materials and supplies This action will address the following LEA level and Site level Red Indicators on the 2023 CA Dashboard: Math Achievement All students, English Learner students, Socio-economically disadvantaged students Coalinga Middle School-Math Achievement All students, English Learner students, Socio-economically disadvantaged students Coalinga High School-Math Achievement All students, English Learner students, Socio-economically disadvantaged students	$189,165.00	Yes
1.6	ELA and ELD Support	To support progress in English proficiency and English Language Arts for our EL and LTEL students, CHUSD will provide: ELA professional development for teachers ELD professional development for teachers EL intervention teachers Academic support coaches	$2,098,525.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reading intervention aides District Literacy Coach Supplemental materials and supplies This action will address the following LEA level and Site level Red Indicators on the 2023 CA Dashboard: ELA Achievement: All students, English Learner students, Socio-economically Disadvantaged students Sunset Elementary-ELA Achievement English Learner students, Socio-economically disadvantaged Huron Elementary-ELA Achievement All students, English learner students, Socio-economically disadvantaged students Coalinga Middle School-ELA Achievement All students, English learner students, Socio-economically disadvantaged students		
1.7	Advanced Placement and Dual Enrollment Courses	To support participation and success in Advanced Placement courses, CHUSD will provide: AP teachers Professional development for AP and Dual Enrollment teachers Supplemental materials	$430,452.00	Yes
1.8	Library Services	To support ELA and reading achievement, CHUSD will provide: Library Media Teachers Library materials and supplies Library Technicians	$889,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Library books Library online databases Professional development and support		
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	$1,285,186.00	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 Supplemental training materials, supplies, and operating costs	$37,434.00	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	$50,000.00	Yes
1.12	Educational Technology	To support students access to state adopted standards and curriculum, CHUSD will provided: Student technology devices Software Maintenance Hardware replacement/repair	$2,419,089.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental licenses Classroom technology devices Cloud-based LMS (Seesaw Learning & Google Classroom) Technology staff		
1.13	Learning Recovery	LREBG Action CHUSD will support students to accelerate academic proficiency in ELA and Math performance among our Hispanic, Low Income, English Learner, Long Term English Learner and students with disabilities populations with: Tutoring: Research shows that tutoring, especially high-impact or high-dosage programs, is one of the most effective strategies for improving student academic outcomes. Its benefits are especially pronounced for students from low-income backgrounds, those with learning gaps, and early-grade learners. Implementing structured, frequent, and curriculum-aligned tutoring sessions can lead to substantial gains in reading and math proficiency. Expanded Learning Opportunities including summer school and after school: Research shows extended learning opportunities can substantially boost academic achievement, particularly in math and literacy, when they are thoughtfully designed and implemented with fidelity. A few important elements of successful programs are qualified instructors, structured and curriculum-aligned activities, and targeted support for students with specific needs. Early Intervention and literacy programs: Research shows that early intervention and literacy programs are instrumental in accelerating student achievement. Implementing comprehensive, evidence-based strategies that involve educators, communities, and families can significantly enhance literacy outcomes and set students on a path toward academic success. Professional development and coaching focused on the English and Math frameworks: Research shows that targeted professional development and instructional coaching in ELA and mathematics are effective in accelerating student achievement. By focusing on content-specific strategies, fostering	$3,032,439.00	No

Action #	Title	Description	Total Funds	Contributing
		collaborative environments, and providing sustained support, schools can effectively enhance teaching practices and student learning outcomes. Instructional software to support credit deficient pupils to complete graduation or grade promotion requirements: Research shows that combining a credit recovery program with early warning systems, and targeted interventions can effectively support credit-deficient students in meeting graduation requirements. Tailoring these strategies to the specific needs of students and schools can enhance their effectiveness and contribute to higher graduation rates. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments for pupil learning: Research shows that strategic integration of diagnostic, progress monitoring, and benchmark assessments creates a comprehensive framework for supporting student achievement. Assisting educators in identifying student individual needs and evaluating their instructional practices. While we have made progress, we remain committed to address the challenges that emerged as a result of the pandemic. The metrics being used to monitor this action are CAASPP, ELA and Math, as well as Educational Partner Feedback. LREBG Funds supporting this action: $3,032,439.00 for the 2026-2027 school year.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Middle School Dropout Rate	2022-23 All: 0.09% LI: 0% EL: 0% Source: CALPADS	2023-24 All: 0.49% LI: 0.55% EL: 0.53% Source: CALPADS	2024-25 All: 0.00% LI: 0.00% EL: 0% Source: CALPADS	0% of students in middle school dropping out as well as low income, foster youth, and English learners.	All: -0.09% LI: 0% EL: 0%
2.2	High School Dropout Rate	2022-23 All: 1.98% LI: 1.78% EL: 3.02% Source: CALPADS	2023-24 All: 3.1% LI: 3.56% EL: 4.9% Source: CALPADS	2024-25 All: 0.02% LI: 0.02% EL: 0.04% Source: CALPADS	No more than 1% of students in high school dropping out as well as low income, foster youth, and English learners.	All: -1.96% LI: -1.76% EL: -2.98%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Parent Engagement Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.	2023-24 School actively seeks input: 68% School allows input and welcomes contributions: 81% Source: California School Parent Survey	2024-25 School actively seeks input: 57% School allows input and welcomes contributions: 64% Source: Local Survey	2025-26 School actively seeks input: 69% School allows input and welcomes contributions: 72% Source: Local Survey	80% of parents surveyed "Agree" or "Strongly Agree" schools actively seek input. 90% of parents surveyed "Agree" or Strongly Agree" school all and welcome contributions.	School actively seeks input: +1% School allows input and welcomes contributions: -9%
2.4	Attendance Rate Attendance percentage as measured by District average daily attendance.	2022-23 All: 90.62% LI: 91.25% EL: 91.09% FY: 87.79% Source: Aeries	2023-24 All: 91.9% LI: 92.4% EL: 92.5% FY: 89.5% Source: Aeries	2024-25 All: 91.9% LI: 92.12% EL: 92.29% FY: 89.11% Source: Aeries	95% average attendance district-wide for all students as well as low income, foster youth, and English learners.	All: +1.28% LI: +0.87% EL: +1.20% FY: +1.32%
2.5	Chronic Absenteeism Percentage of students with 10% or more absences.	2022-23 All: 33.5% LI: 34.8% EL: 32.8% FY: 52% Asian: 24.4% Source: DataQuest	2023-24 All: 29.3% LI: 30.5% EL: 28% FY: 38.9% Asian: 31.1% Source: DataQuest (CDE)	2024-25 All: 28.4% LI: 30.0% EL: 26.3% FY: 40.0% Asian: 29.8% Source: DataQuest	15% of all students considered chronically absent, including low income, foster youth, Asian, and English learners.	All: -5.1% LI: -4.8% EL: -6.5% FY: -12% Asian: +5.4%
2.6	Expulsion Rate Percentage of students expelled (unduplicated).	2022-23 0.0% Source: DataQuest	2023-24 0.7% Source: DataQuest (CDE)	2024-25 0.15% Source: DataQuest	0% of students expelled	All: +0.15%
2.7	Suspension Rate	2022-23 All: 6.6%	2023-24 All: 7.5%	2024-25 All: 4.8%	No more than 3% of all students with at least one day of	All: -1.8% LI: -1.8% EL: -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students with at least one day of suspension.	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	LI: 7.9% EL: 7.9% FY: 21.4% SWD: 11.7% Coalinga Middle - All: 13.5% Coalinga Middle - LI: 14.2% Coalinga Middle - EL: 10.6% Coalinga Middle - SWD: 17.7% Coalinga Middle - Hispanic: 13% Coalinga Middle - White: 16.9% CHS - LI: 10.5% CHS - EL: 12.2% CHS - SWD: 21.7% CHS - Hispanic: 9.9% Source: DataQuest (CDE)	LI: 5.2% EL: 6.2% FY: 0.0% SWD: 6.0% CMS - All: 7.2% CMS - LI: 7.9% CMS - EL: 6.9% CMS - SWD: 5.5% CMS - Hispanic: 7.4% CMS - White: 5.4% CHS - LI: 6.9% CHS - EL: 10.9% CHS - SWD: 13.7% CHS - Hispanic: 7.2% Source: DataQuest (CDE)	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.	FY: -20% SWD: -4.1% Coalinga Middle - All: -5.8% Coalinga Middle - LI: -6% Coalinga Middle - EL: -8.5% Coalinga Middle - SWD: -7.7% Coalinga Middle - Hispanic: -5% Coalinga Middle - White: -10.6% CHS - LI: -3.3% CHS - EL: -5% CHS - SWD: -6.2% CHS - Hispanic: -3.3%
2.8	School Safety Percentage of elementary students, staff members, and	2023-24 Students: 74%	2024-25 Students: 64%	2025-26 Students: 67% Staff: 89%	90% of students and parents feeling safe.	Students: -7% Staff: 2% (student safety), 2% (staff safety) Parents: -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents who feel safe at school.	Staff: 87% (student safety), 87% (staff safety) Parents: 78% Source: California Healthy Kids Survey	Staff: 63% (student safety), 63% (staff safety) Parents: 59% Source: Local Survey	(student safety), 89% (staff safety) Parents: 67% Source: Local Survey	95% of staff feeling safe.	
2.9	Student Connection Percentage of secondary students, parents, and staff who feel connected to school.	2023-24 Students: 43% Parents: 81% Staff: 86% Source: California Healthy Kids Survey	2024-25 Students: 30% Parents: 71% Staff: 57% Source: Local Survey	2025-26 Students: 42% Parents: 76% Staff: 66% Source: Local Survey	65% of students feeling connected. 90% of parents feeling connected. 95% of staff feeling connected.	Students: -1% Parents: -5% Staff: -20%

Goal Analysis [2025-26]

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

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

Coalinga-Huron Unified successfully implemented all seven actions under Goal 2 in support of providing an inviting, safe, and supportive environment conducive to student learning. While each action was carried out, the district continued to encounter multiple implementation challenges, including staffing shortages, increased transportation and contracted service costs. In response, the district made strategic adjustments to maintain program continuity and ensure students continued receiving essential support. Through these proactive efforts, key initiatives such as Campus Safety, District Sports, Educational Opportunities, Child Welfare and Attendance, Wellness Services, and Community Schools remained operational and continued to positively impact students and families across the district.

Successes: Six of the seven actions were implemented as intended and demonstrated moderate success in increasing and improving services for students. Through a proactive approach to addressing challenges and making necessary adjustments, the district was able to sustain programs and strengthen supports that positively impacted student access to services.

The following actions were implemented according to plan:
2.1-District Sports Programs
2.2-Educational Opportunities Outside of School
2.3-Campus Safety
2.5-Child Welfare and Attendance
2.6-Wellness Initiative

2.7-Community Schools

Challenges: The district experienced difficulty filling the Roving Principal position, which resulted in a material difference in the implementation of Action 2.4, Educational Services Staff.

The following actions were implemented but show material difference:
2.4-Educational Services Staff (unable to hire Roving Principal at CES, still recruiting)

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 experiencing a delay in hiring staff, the following action was over-budgeted:
2.1 – District Sports Programs: Estimated actual expenditures exceeded the budgeted amount due to increases in coaching stipends, employee salaries and benefits, transportation costs, officials' fees, and athletic program operating expenses. The District continued to fully implement athletic opportunities that increased student engagement, attendance, and school connectedness for low-income, foster youth, and English learner students.
2.2 – Educational Opportunities Outside of School: Estimated actual expenditures exceeded the budgeted amount because the District expanded student participation in enrichment opportunities, educational field trips, college and career exploration activities, and extracurricular programs. Increased transportation, admission, contracted services, and supply costs contributed to the expenditure variance while allowing the District to provide additional opportunities for unduplicated pupils.
2.4 – Educational Services Staff: The District was unable to fill the Roving Principal position at Coalinga Elementary School during the 2025–26 school year. As a result, salary and benefit expenditures were lower than originally budgeted while recruitment efforts continued.
2.7 – Community Schools: Estimated actual expenditures differed from the budget due to the expansion of Community School services, increased family engagement activities, additional contracted services, and higher personnel and operational costs associated with implementing Community School initiatives. These additional expenditures expanded access to family support services, community partnerships, and student interventions for low-income students, English learners, and their families.

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

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

Action: 2.1 District Sports Programs
Metric 2.4 Attendance Rate
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
2024-2025: 91.9% (All), 92.12% (LI), 89.11% (FY), 92.29% (EL)

Metric 2.5 Chronic Absenteeism
2022-2023: (baseline): 33.5% (All), 34.8% (LI), 52% (FY), 32.8% (EL)
2023-2024: 29.3% (All), 30.5% (LI), 38.9% (FY), 28% (EL)
2024-2025: 28.4% (All), 30.0% (LI), 40.0% (FY), 26.3% (EL)
Metric 2.9 Student Connection: Percentage of secondary students, parents, and staff who feel connected to school.
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)
2025-2026: Local Survey: 42% (connected)
Effectiveness of Action: Effective

Analysis: According to the cited metrics, our District Sports Programs were effective in reducing chronic absenteeism rates for our low income, foster youth, and English learners and increasing their average daily attendance rate. Each subgroup reduced chronic absenteeism by more than 4.8% with Foster Youth students decreasing more than 12%. Each student group increased their average daily attendance rate by more than 1.25% and felt more connected to school with an increase of 12% from last year. Providing a comprehensive sports program, including access to transportation and equipment, as well as connections with caring coaches, kept our students engaged, motivating them to attend school at higher rates.

Action: 2.2 Educational Opportunities Outside of School
Metric 1.12 Access and Enrollment in Broad Course of Study
2022-2023 access(Baseline): 100%
2022-2023 6-12 elective enrollment (Baseline): 68%
2023-2024 access: 100%
2023-2024 6-12 elective enrollment: 73.8%
2024-2025: Access 100%
2024-2025: 6-12 elective enrollment: 63.4%
Metric 2.4 Attendance Rate
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
2024-2025: 91.9% (All), 92.12% (LI), 89.11% (FY), 92.29% (EL)
Metric 2.9 Student Connection: Percentage of secondary students, parents, and staff who feel connected to school.
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)
2025-2026: Local Survey: 42% (connected)
Metric Educational Partner Feedback
Effectiveness of Actions: Mostly Effective

According to the cited metrics and educational partner feedback, educational field trips and other educational opportunities outside of the classroom continue to promote student engagement and strengthen school connectedness. Educational field trips provided students with hands-on, real-world learning experiences that reinforced classroom instruction, increased student motivation, and expanded access to college, career, cultural, and community learning opportunities. Feedback from students and staff indicates these experiences contributed positively to student engagement and overall school connectedness. Over the past year, student elective course enrollment decreased approximately 10%, while student access to a broad course of study remained steady at 100%. Average daily attendance rates increased by more than 1.25% across each student group. Although the district experienced a 1% decline in the percentage of students reporting a sense of school connectedness when compared to the original baseline, the district observed a 12% increase compared to the previous year using the same local survey instrument. This increase is likely attributed to expanded student opportunities and engagement activities, including educational field trips, participation in athletics, extracurricular programs, student events, wellness and counseling supports, and other school-based activities designed to increase belonging and student involvement. Additionally, the use of a consistent local survey for two consecutive years provides more reliable year-to-year comparison data than the previous California Healthy Kids Survey baseline. The district will continue utilizing the local survey moving forward to ensure consistency in measuring student connectedness over time.

Action: 2.3 Campus Safety
Metric 2.8 School Safety: Percentage of elementary students, staff members, and parents who feel safe at school.
2023-2024 (baseline): 74% (safe)
2024-2025 Local Survey: 64% (safe)
2025-2026 Local Survey: 67% (safe)

Metric 2.9 Student Connection: Percentage of secondary students, parents, and staff who feel connected to school.
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)
2025-2026: Local Survey: 42% (connected)

Metric Educational Partner Feedback
Effectiveness of Actions: Effective

Analysis: According to the cited metrics and educational partner feedback, the district's Campus Safety action was effective in promoting both student safety and school connectedness. The district saw a 3% increase from the previous school year in the percentage of elementary students, staff, and parents who reported feeling safe at school. Additionally, the percentage of secondary students, parents, and staff who reported feeling connected to school increased by 12% compared to last year. These improvements may be attributed to the continued presence of campus safety personnel, strengthened student supervision during the school day, implementation of safety protocols and emergency procedures, staff safety trainings, wellness and counseling supports, and increased collaboration between school staff and families regarding school climate and student needs. The district also credits the use of the same local survey for two consecutive years, which provided more consistent and reliable comparison data. According to educational partner feedback, safety remains a top priority across the district, as students, families, and staff continue to request additional safety personnel, expanded training opportunities, and proactive measures to mitigate and respond to on-campus violence.

Action: 2.4 Educational Services Staff
Metric 2.5 Chronic Absenteeism
2022-2023 (baseline): 33.5% (All), 34.8% (LI), 32.8% (EL), 52% (FY), 24.4% Asian
2023-2024: 29.3% (All), 30.5% (LI), 28% (EL), 38.9%(FY), 31.1% Asian

2024-2025: 28.4% (All), 30.0% (LI), 26.3% (EL), 40.0% (FY), 29.8% Asian

Metric 2.7 Suspension rate as measured by percentage of students with at least one day of suspension
2022-2023 (baseline): 6.6% (All), 7% (LI), 20% (FY), 8.3% (EL)
2023-2024: 7.5% (All), 7.9% (LI), 21.4% (FY), 7.9% (EL)
2024-2025: 4.9% (All), 5.2% (LI), 0.0% (FY), 6.2% (EL)
2022-2023: Coalinga Middle School (baseline): 13.9% (LI), 15.4% (EL)
2023-2024: Coalinga Middle School: 14.2% (LI), 10.6%(EL)
2024-2025:Coalinga Middle School: 7.9% (LI), 6.9%(EL)
2022-2023: Coalinga High School (baseline): 10.2% (LI), 15.9% (EL)
2023-2024: Coalinga High School: 10.5% (LI), 12.2% (EL)
2024-2025: Coalinga High School: 6.9% (LI), 10.9% (EL)
Effectiveness of Action: Effective

Analysis: According to the cited metrics, our Educational Service Staff action was effective. The district saw significant decreases in chronic absenteeism rates for all student groups with Foster Youth students decreasing their chronic absenteeism rate by more than 12%, the greatest of all the student groups. We believe that additional focus on Chronic Absenteeism by Assistant Principals led to decreases in Chronic Absenteeism. For suspension rates we experienced a average decrease of 2% in suspension rates at the district level for all students, low income and foster youth students. Our foster youth group met the desired outcome of the district and is at 0% suspension. The Coalinga Middle School site and Coalinga High School site also saw an decrease in suspension rate for their low income and English Learner student groups. The district will continue the restorative practices work that began last year to include a continued strategic approach that includes on-site coaching and adds support staff, such as counselors and other staff, to those participating in the professional learning.

Action: 2.5 Child Welfare and Attendance
Metric 2.1 Middle School Dropout Rate
2022-2023 (baseline): 0.09% (all), 0% (LI), 0%(EL)
2023-2024: 0.49% (all), 0.55% (LI), 0.53% (EL)
2024-2025: 0,02% (all), 0.02% (LI), 0.04% (EL)
Metric 2.2 High School Dropout Rate
2022-2023 (baseline): 1.98% (all), 1.78% (LI), 3.02% (EL)
2023-2024: 3.1% (all), 3.56% (LI), 4.9% (EL)
2024-2025: 0% (all), 0% (LI), 0% (EL)
Metric 2.4 Attendance rate as measured by district average attendance
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
2024-2025: 91.9% (All), 92.12% (LI), 89.11% (FY), 92.29% (EL)
Metric 2.5 Chronic Absenteeism
2022-2023: (baseline): 33.5% (All), 34.8% (LI), 52% (FY), 32.8% (EL)
2023-2024: 29.3% (All), 30.5% (LI), 38.9% (FY), 28% (EL)
2024-2025: 28.4% (All), 30.0% (LI), 40.0% (FY), 26.3% (EL)

Metric 2.8 School Safety: Percentage of elementary students, staff members, and parents who feel safe at school.
2023-2024 (baseline): 74% (safe)
2024-2025 Local Survey: 64% (safe)
2025-2026 Local Survey: 67% (safe)
Metric 2.9 Student Connection: Percentage of secondary students, parents, and staff who feel connected to school.
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)
2025-2026: Local Survey: 42% (connected)

Effectiveness of Action: Effective

According to the cited metrics, our Child Welfare and Attendance action was effective in increasing average attendance rates and decreasing chronic absenteeism. Through proactive attendance monitoring, wellness check-ins, family outreach, case management, home visits, counseling services, behavioral interventions, and coordination with school and community resources, our community liaisons, social workers, counselors, and behavior specialists provided targeted supports that removed barriers to student attendance and engagement. As a result, the district achieved an increase of more than 1.25% in average daily attendance across all student groups, including Low-Income and English Learner students, demonstrating the effectiveness of these increased and improved services. Chronic absenteeism also decreased by more than 5% for every student group, with Foster Youth students experiencing the greatest improvement at more than 12%.
Regarding school climate, the district initially observed a decline in the percentage of students reporting that they feel connected to school and safe at school when compared to the original California Healthy Kids Survey baseline. However, these differences are largely attributable to the transition from the California Healthy Kids Survey to a locally developed survey. Using the same local survey for two consecutive years provides a more accurate year-to-year comparison. Compared to the previous year, the district observed a 3% increase in the percentage of elementary students, staff, and parents reporting they feel safe at school, and a 12% increase in the percentage of secondary students, staff, and parents reporting they feel connected to school. The district will continue administering the local survey annually to ensure consistency in measuring school climate and to inform continuous improvement efforts.

Action: 2.6 Wellness Initiative
Metric 1.3 CAASPP ELA Met or Exceeded
2022-2023 (Baseline): 19.88% (All), 17.3% (LI) 4.73% (EL)
2023-2024:19.98% (All), 17.76% (LI), 2.76% (EL)
2024-2025: 23.43% (All), 20.46% (LI), 3.84% (EL)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (Baseline): 10.54% (All), 9.39% (LI), 3.43% (EL)
2023-2024: 11.82% (All), 10.67% (LI), 3.44% (EL)
2024-2025: 15.36% (All), 13.50% (LI), 4.55% (EL)
Metric 2.3 Parent Engagement as measured by percentage of parents who “Agree” or “Strongly Agree” on California Healthy Kids Survey (CHKS)
2023-2024 (baseline): 68% (school seeks input), 81% (school allows/welcomes input/contributions)

2024-2025 Local Survey: 57% (school seeks input), 64% (school allows/welcomes input/contributions)
2025-2026: Local Survey : 69% (school seeks input), 72% (school allows/welcomes input/contributions)
Metric 2.4 Attendance rate as measured by district average attendance
2022-2023 (baseline): 90.62% (All), 91.25% (LI), 87.79% (FY), 91.09% (EL)
2023-2024: 91.9% (All), 92.4% (LI), 89.5% (FY), 92.5% (EL)
2024-2025: 91.9% (All), 92.12% (LI), 89.11% (FY), 92.29% (EL)
Metric 2.5 Chronic Absenteeism
2022-2023: (baseline): 33.5% (All), 34.8% (LI), 52% (FY), 32.8% (EL)
2023-2024: 29.3% (All), 30.5% (LI), 38.9% (FY), 28% (EL)
2024-2025: 28.4% (All), 30.0% (LI), 40.0% (FY), 26.3% (EL)
Metric 2.9 Student Connection: Percentage of secondary students, parents, and staff who feel connected to school.
2023-2024 (baseline): 43% (connected)
2024-2025 Local Survey: 30% (connected)
2025-2026: Local Survey: 42% (connected)

Effectiveness of Action: Effective

According to the cited metrics, our Wellness Initiative, which includes a Wellness Center Coordinator and Outreach Specialist, has been effective in decreasing chronic absenteeism rates and increasing average attendance districtwide. Key activities contributing to these outcomes included providing students with access to school-based mental health and social-emotional supports, individualized wellness check-ins, crisis intervention, referrals to community-based services, family outreach, case management, and coordination with school staff to identify and address barriers to attendance and engagement. Wellness Center staff also provided students with a safe and supportive environment where they could access resources, develop coping strategies, and receive timely intervention before attendance or behavioral concerns escalated. These coordinated supports strengthened student engagement, increased connections to school, and reduced barriers to regular attendance.
As a result, the district experienced at least a 4.8% decrease in chronic absenteeism among Low-Income, Foster Youth, and English Learner students, with Foster Youth demonstrating the greatest improvement at a 12% decrease. The district also experienced increases in the percentage of Homeless, Low-Income, and English Learner students who met or exceeded standards on the CAASPP in both English Language Arts and Mathematics, indicating that improved student wellness, consistent attendance, and increased access to academic supports contributed to stronger academic outcomes.
The district experienced a decline in the percentage of students reporting that they feel connected to school, as well as declines in the percentage of parents who reported that the school seeks and welcomes their input when compared to the original California Healthy Kids Survey baseline. The district believes these differences are primarily attributable to the transition from the California Healthy Kids Survey to a locally developed survey, which included different question wording and response options. The district will continue administering the local survey annually to provide consistent year-to-year data and better inform continuous improvement efforts related to school climate, student connectedness, and family engagement.
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Action: 2.7 Community Schools
Metric 1.3 CAASPP ELA Met or Exceeded

2022-2023 (baseline): 18.76% (Hispanic)
2023-2024: 18.12% (Hispanic)
2024-2025: 22.07% (Hispanic)
2022-2023: Coalinga Middle School (baseline): 15.54% (All), 13.50% (Hispanic), 24.69% (White)
2023-2024: Coalinga Middle School: 15.84% (All), 13.07% (Hispanic), 29.69% (White)
2024-2025: Coalinga Middle School: 21.12% (All), 20.57% (Hispanic), 24.25% (White)
2022-2023: Coalinga High School (baseline): 37.13% (All), 37.07% (Hispanic)
2023-2024: Coalinga High School: 36.47% (All), 34.77% (Hispanic)
2024-2025: Coalinga High School: 37.29% (All), 34.95% (Hispanic)
2022-2023: Huron Elementary (baseline): 11.60% (Hispanic)
2023-2024: Huron Elementary: 12.21% (Hispanic)
2024-2025: Huron Elementary: 17.37% (Hispanic)
Metric 1.4 CAASPP Math Met or Exceeded
2022-2023 (baseline): 9.57% (Hispanic)
2023-2024: 10.53% (Hispanic)
2024-2025: 14,64% (Hispanic)
2022-2023: Coalinga Middle School (baseline): 6.33% (All), 4.74% (Hispanic), 12.20% (White)
2023-2024: Coalinga Middle School: 8.25% (All), 6.05% (Hispanic), 21.54% (White)
2024-2025: Coalinga Middle School: 10.92% (All), 10.57% (Hispanic), 13.43% (White)
2022-2023: Coalinga High School (baseline): 6.25% (All), 6.03% (Hispanic)
2023-2024: Coalinga High School: 6.64%(All), 5.66% (Hispanic)
2024-2025: Coalinga High School: 9.17%(All), 8.91% (Hispanic)
Metric 2.5 Chronic Absenteeism
2022-2023 (baseline): 24.4% (Asian)
2023-2024: 31.1% (Asian)
2024-2025: 29.8% (Asian)
Metric 2.7 Suspension rate as measured by percentage of students with at least one day of suspension
2022-2023 (baseline): 10.1%(SWD)
2023-2024: 11.7% (SWD)
2024-2025: 6.0% (SWD)
2022-2023 :Coalinga Middle School (baseline): 13% (All), 12.4% (Hispanic), 13.2% (SWD), 16% (White)
2023-2024: Coalinga Middle School: 13.5% (All), 13% (Hispanic), 17.7% (SWD), 16.9%(White)
2024-2025: Coalinga Middle School: 7.2% (All), 7.4% (Hispanic), 5.5% (SWD), 5.4%(White)
2022-2023: Coalinga High School (baseline): 10.5% (Hispanic), 19.9% (SWD)
2023-2024: Coalinga High School: 9.9% (Hispanic), 21.7% (SWD)
2024-2025: Coalinga High School: 7.2% (Hispanic), 13.7% (SWD)

Effectiveness of Action: Effective
Analysis: Based on the cited metrics and current year data, the Community Schools action was effective in supporting academic growth, student engagement, and school climate outcomes across multiple sites, with several new trends emerging this year. Academic gains were

most notable at schools implementing targeted interventions aligned to Community Schools supports. At Huron Elementary, Hispanic students demonstrated a significant increase in CAASPP ELA performance, improving approximately 6 percentage points from 11.60% to 17.37%. This growth appears connected to expanded reading interventions, increased family outreach through the Family Resource Center, and stronger coordination between instructional staff and support personnel. At Coalinga Middle School, all students showed improvement in math achievement, increasing from 6.33% to 10.92%. This reflects a positive trend in site-wide academic performance and suggests that strengthened Professional Learning Communities, differentiated small-group instruction, and targeted academic supports are beginning to show measurable impact. This school-wide growth represents a broader improvement than prior years, when gains were more isolated to specific student groups. At Coalinga High School, Hispanic students maintained stable academic performance in both ELA and math, with slight increases from the prior year. While growth was modest, maintaining performance while implementing expanded mentorship, wellness supports, and academic interventions suggests improved systems of support and student access to resources.
In school climate and engagement, the district observed encouraging behavioral improvements. Coalinga High School reported a reduction in suspension rates for Hispanic students from 10.5% to 7.2%, indicating progress in implementing PBIS, restorative practices, and targeted behavioral interventions. This decrease is an important trend, as it reflects stronger preventative systems and student support strategies.

Attendance trends were more mixed this year. While chronic absenteeism remains an area of concern, a new positive trend emerged among Asian students. Although chronic absenteeism remains above baseline levels (24.4% to 29.8%), this student group demonstrated a slight year-over-year decrease of 1.3% compared to last year, suggesting early improvement in response to attendance outreach, wellness supports, and family engagement efforts.

Overall, this year’s data shows stronger evidence of site-specific academic growth, improved behavioral outcomes for targeted student groups, and early signs of improvement in attendance for some populations. Continued implementation of Community Schools pillars—including integrated student supports, family engagement, expanded learning opportunities, and collaborative leadership—will be critical to sustaining and accelerating these gains next year.

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

The following ACTIONS have been adjusted for Goal 2:
Corrected the year of the Year 1 Outcome in metric 2.9
Added clarification to 2.1 to include professional services for sports competitions
2.5-Assistant Principal at HES was converted to a counselor position (from 2.4) used to address chronic absenteeism and expand counseling services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District Sports Programs	To support student engagement and attendance, CHUSD will provide: Sports programs (elementary, middle, and high) Coaches (stipends) Athletic Directors salary/stipend Professional services for sports competitions (including but not limited top referees) Equipment Supplies Transportation	$938,605.00	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	$200,000.00	Yes
2.3	Campus Safety	To support safe and healthy school campuses, CHUSD will provide: Campus Safety Liaisons (2 CES, 2 HES, 2 CMS, 1 HMS, 3 CHS, 1 Alt Ed) Chief Security Officer Supplemental materials and supplies	$872,001.00	Yes
2.4	Education Services Staff	To support the achievement of a decrease in suspension rates,CHUSD will provide: Assistant Principals Roving Principal Professional Development This action will address the following LEA level and school site level Red Indicators on the 2023 CA Dashboard: Suspension Rate English Learner students, Foster Youth students	$1,405,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coalinga Middle School-Suspension Rates English Learner students, Socio-economically disadvantaged students Coalinga High School-Suspension Rates English Learner students, Socio-economically disadvantaged students		
2.5	Child Welfare and Attendance	To address chronic absenteeism, CHUSD will provide: Community liaison at 7 sites Behavior Specialists Social Workers Administrator of Student Services and Family Support Elementary counselors	$2,643,731.00	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	$210,711.00	Yes
2.7	Community Schools	To address attendance rates and chronic absenteeism, local literacy and STEM scores, and suspensions at the site and sub-group level CHUSD will provide: Family Resource Centers Community Schools Outreach and Coordination through a Community Schools Coordinator The four pillar, Community Schools Model within CHUSD at 9 sites This action will address the following LEA level and individual Site level Red Indicators on the CA 2023 Dashboard:	$500,000.00	No

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Assignments Appropriately assigned and fully credentialed teachers	2022-23 Percentage of Clear Credential: 70% Source: Dashboard (TAMO)	2023-24 Percentage of Clear Credential: 79.6% Source: Dashboard (TAMO)	2024-25 Percentage of Clear Credential: 81.57% Source: Dashboard (TAMO)	80% of FTE's are Clear credentialed.	+11.57%
3.2	Instructional Materials Sufficiency of core instructional materials as measured by annual Williams compliance audits.	2023-24 100% sufficiency of materials Source: Local records	2024-25 100% sufficiency of materials Source: Local records	2025-26 100% sufficiency of materials Source: Local records	Maintain 100% sufficiency of core instructional materials.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Facility Maintenance Percentage of facilities scoring "Good" or higher as measured by annual Facilities Inspection Tool (FIT).	2023-24 100% of sites scored "Good" or higher Source: Local records	2024-25 100% of sites scored "Good" or higher Source: Local Records	2025-26 100% of sites scored "Good" or higher Source: Local Records	Maintain 100% of sites scoring "Good" or higher.	Maintained

Goal Analysis [2025-26]

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

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

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

The following actions were implemented according to plan:
3.1-Centralized Administrative Functions
3.2-Operating Costs
3.3-Transportation and Facilities
3.4-Special Education

Successes: Able to implement all 4 actions without substantive differences when comparing between planned and actual implementation.

Challenges: The district continues to face challenges in recruiting and retaining Special Education staff. CHUSD remains committed to addressing this need through proactive staffing strategies and the use of contracted services to maintain uninterrupted student support.

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.

NA

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

The metrics and actions outlined in Goal 3 helped make progress towards CHUSD's goal: To maintain its fiscal responsibility to support learning for ALL students. The LEA used the following rating scale to determine the effectiveness of the actions to achieve the stated goal.

Ratings were based on analysis of metrics and input from educational partners. 1-Not Effective; 2-Somewhat Effective; 3-Mostly Effective; 4-Effective

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

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

The following ACTIONS have been adjusted for Goal 3:
Removed Principal and interest payments on capital lease agreements from Action 3.3.

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.

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.)	$5,934,014.70	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	$37,430,390.14	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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. , as well as utility costs.	$14,150,464.43	No
3.4	Special Education	Provide quality Special Education services to our students. Special Education costs are included in various restricted resource codes and are not directly paid with LCFF base dollars as originally budgeted. However, the revenue from the state and federal government is not sufficient to cover 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.	$11,534,743.32	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027, Cambridge High, Chesnut High and Miles Culwell Community Day School will: 1) Increase the College and Career Indicator (CCI) for All, Socioeconomically disadvantaged (SED), and Hispanic students by 3%. 2) Decrease suspension rates for All, Socioeconomically disadvantaged (SED), English Learners (EL), Long-Term English Learner (LTEL), and Hispanic students by 3%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

CA Dashboard Lowest Performance Levels
2023: CCI-All, SED, Hispanic
2024: Suspension-All, SED, Hispanic
2025: Suspension - EL, LTEL

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

CA Dashboard Lowest Performance Levels
2023: CCI-All, SED, Hispanic
2024: Suspension-All, SED, Hispanic
2025: Suspension - EL, LTEL, Hispanic, and SED (Orange)

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

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

Datasource: 2025 CA Dashboard

Analysis: Coalinga-Huron Unified School District developed this goal to address persistent areas of lowest performance identified for its alternative education schools: Cambridge High School, Chesnut High School, and Miles Culwell Community Day School. This goal was initially established based on the 2023 California Dashboard, which identified both Cambridge High School and Chesnut High School as meeting Lowest Performance criteria in the College and Career Indicator (CCI) for All Students, Socioeconomically Disadvantaged (SED), and Hispanic students. In 2024, both schools were additionally identified for Lowest Performance in Suspension Rate for All Students, SED, and Hispanic students. The 2025 Dashboard continues to validate the need for focused intervention, with both Cambridge and Chesnut identified for Lowest Performance in Suspension Rate for English Learners (EL) and Long-Term English Learners (LTEL), demonstrating that school climate and student engagement remain critical areas for improvement.

Cambridge High School serves a highly vulnerable student population of 46 students, including 91.3% Socioeconomically Disadvantaged students, 39.1% English Learners, and 2.2% Foster Youth. A district needs assessment and Dashboard analysis found that 0% of Cambridge students are considered Prepared on the College/Career Indicator, while the school's suspension rate is 9.5%, significantly exceeding district averages and indicating substantial barriers to student engagement, attendance, and postsecondary readiness.

Similarly, Chesnut High School serves 34 students, with 100% Socioeconomically Disadvantaged students, 76.5% English Learners, and 2.9% Foster Youth. Dashboard and local data analysis indicate only 0% of students are considered Prepared on the College/Career Indicator, while the school's suspension rate is 13.6%, reflecting continued concerns regarding behavior, school connectedness, and access to college and career preparation supports.

Although Dashboard data is not publicly displayed due to student privacy protections for enrollment under 11 students, district analysis confirms that Miles Culwell students reflect similar demographic and risk characteristics as Cambridge and Chesnut students. These students are often significantly at risk of not graduating due to behavioral concerns, inconsistent school attendance, limited academic engagement, and barriers to postsecondary readiness. Many students also face external pressures, including employment obligations to support family needs, housing instability, and limited access to academic and career guidance resources, all of which negatively impact educational attainment and career planning.

Educational partner consultation, including student feedback, staff input, alternative education leadership teams, parents, LCAP advisory groups, and district administrators, identified a consistent need to strengthen college and career readiness opportunities across alternative education programs. Specifically, educational partners noted a lack of exploratory career readiness courses, career exposure opportunities, and supplemental college and career planning resources available to students enrolled in these alternative settings.

In response to this data and feedback, CHUSD prioritized this goal to ensure students attending alternative schools receive targeted academic, behavioral, and postsecondary supports necessary for long-term success. The district will address these needs by providing expanded exploratory college and career readiness opportunities, supplemental curricula aligned to workforce and postsecondary planning, increased exposure to colleges and career pathways, and improved behavioral intervention systems focused on restorative practices and student engagement.

The district will monitor progress toward this goal through annual review of California Dashboard data, local suspension reports, college and career readiness metrics, student course participation data, graduation progress monitoring, and ongoing educational partner feedback to ensure continuous improvement and responsiveness to student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CCI Indicator	2022-23 Cambridge High All Students: 2.6% SED: 2.6% Hispanic: 3% Chesnut High All Students: 5.3% SED: 5.3% Hispanic: 5.6% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard	2023-2024 Cambridge High All Students: 0% SED: 0% Hispanic: 0% Chesnut High All Students: 6.3% SED: 6.3% Hispanic: 6.7% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard	2024-2025 Cambridge High All Students: 0% SED: 0% Hispanic: 0% Chesnut High All Students: 0% SED: 0% Hispanic: 0% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard	Cambridge High All Students: 5.6% SED: 5.6% Hispanic: 6% Chesnut High All Students: 8.3% SED: 8.3% Hispanic: 8.6% Miles Culwell CDS All Students: 100% SED: 100% Hispanic: 100%	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
4.2	Suspension Rate	N/A	2023-24 Cambridge High	2024-25 Cambridge High All Students: 9.5%	Cambridge High All Students: 9.2% SED: 9%	Cambridge High All Students: -2.7% SED: -1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students: 12.2% SED: 12% Hispanic: 13.9% Chesnut High All Students: 21.3% SED: 21.3% Hispanic: 22% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A Data Source: CA Dashboard	SED: 10.1% Hispanic: 9.4% EL: 13.3% LTEL: 13.3% Chesnut High All Students: 13.6% SED: 14.0% Hispanic: 14.5% EL: 14.3% LTEL: 15.4% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A EL: LTEL: Data Source: CA Dashboard	Hispanic: 10.9% Chesnut High All Students: 18.3% SED: 18.3% Hispanic: 19% Miles Culwell CDS All Students: 0.2% SED: 0% Hispanic: 0%	Hispanic: -4.5% EL: +7.9% LTEL: +7.5% Chesnut High All Students: -7.7% SED: -7.3% Hispanic: -7.5% EL: -9.1% LTEL: -7.9% Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A EL: N/A LTEL: N/A

Goal Analysis [2025-26]

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

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

Coalinga-Huron Unified School District implemented the actions and services identified under Goal 4, Action 1, focused on improving the College and Career Indicator (CCI) for socioeconomically disadvantaged (SED) and Hispanic students enrolled in Alternative Education programs. The district continued providing exploratory opportunities, CTE coursework, and field trip experiences to support college and career awareness and increase exposure to postsecondary pathways and workforce opportunities. Students participated in available college and career exploration activities, and the district collaborated with school sites and community partners to maximize available opportunities. Implementation was impacted by the district’s rural location, limited access to regional services and industry partnerships, transportation challenges, and limited opportunities available for alternative education students. Despite continued implementation of the planned actions and services, CCI outcomes continued to decline across all student groups, including SED and Hispanic students, at Cambridge and Chesnut High Schools.

Coalinga-Huron Unified School District also implemented the actions and services identified under Goal 4, Action 2, focused on reducing suspension rates for socioeconomically disadvantaged (SED) and Hispanic students enrolled in Alternative Education programs. The district provided staff training and support related to restorative practices, conflict resolution, mediation strategies, positive behavior supports, and relationship-building practices. Implementation included collaboration among site administration, counselors, student support staff, and district leadership to strengthen student support systems and improve school climate practices. Implementation was affected by staffing capacity, scheduling limitations, and limited access to specialized trainers within the region. Despite these challenges, the district maintained implementation of the planned actions and services throughout the year. Suspension rates decreased by more than 2.7% at Cambridge High School and more than 7.7% at Chesnut High School for SED and Hispanic student groups. Hispanic students demonstrated the largest decreases in suspension rates at both sites, declining by 4.5% at Cambridge High School and 7.5% at Chesnut High School.

Successes: All actions were implemented.

Challenges: The district continues to experience challenges in finding ways to bring additional CTE and Career/Industry experiences to an Alternative Education site and continue looking into partnering with our neighboring city college to help with the challenges.

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.

NA

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

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

Action 4.1 CCI Support

Metric 4.1 CCI Indicator
2022-23 Cambridge High (baseline): 2.6% (All), 2.6% (SED), 3% (Hispanic)
2023-24 Cambridge High: 0% (All), 0% (SED), 0% (Hispanic)
2024-25 Cambridge High: 0% (All), 0% (SED), 0% (Hispanic)
2022-23 Chesnut High (baseline): 5.3% (All), 5.3% (SED), 6% (Hispanic)
2023-24 Chesnut High: 6.3% (All), 6.3% (SED), 6.7% (Hispanic)
2024-25 Chesnut High: 0% (All), 0% (SED), 0% (Hispanic)
2022-23 Miles Culwell CDS (baseline): No Data (All), No Data (SED), No Data (Hispanic)
2023-24 Miles Culwell CDS: No Data (All), No Data (SED), No Data (Hispanic)
2024-25 Miles Culwell CDS: No Data (All), No Data (SED), No Data (Hispanic)

Action 4.2 Alternatives to Suspension
2023-24 Cambridge High: All Students: 12.2% SED: 12% Hispanic: 13.9%
2024-25 Cambridge High: All Students: 9.5% SED: 10.1% Hispanic: 9.4%
2023-24 Chesnut High All Students: 21.3% SED: 21.3% Hispanic: 22%
2024-25 Chesnut High: All Students: 13.6% SED: 14.0% Hispanic: 14.5%
2023-24 Miles Culwell CDS All Students: N/A SED: N/A Hispanic: N/A
2024-25 Miles Culwell CDS: All Students: N/A SED: N/A Hispanic: N/A

Effectiveness of Action: Somewhat Effective

Analysis:Analysis: Based on analysis of the cited metrics and educational partner input, Goal 4 actions were determined to be Somewhat Effective in supporting student outcomes at our Alternative Education sites.

Action 4.1: CCI Support was designed to improve the College/Career Indicator (CCI) performance for all students, with a focus on Socioeconomically Disadvantaged (SED) and Hispanic student groups at Alternative Education schools. Results were mixed across sites. At Cambridge High, CCI performance declined from the 2022-23 baseline of 2.6% for All Students and SED students and 3% for Hispanic students to 0% in both 2023-24 and 2024-25, indicating that no students met CCI readiness criteria during the reporting periods. Similarly, Chesnut High demonstrated a slight increase from the 2022-23 baseline of 5.3% (All Students and SED) and 6% (Hispanic) to 6.3% and 6.7% respectively in 2023-24, but then declined to 0% across all student groups in 2024-25. Miles Culwell CDS did not report available CCI data during the measured years, limiting analysis for that site. These results indicate that despite implementation of CCI support activities, the district was not able to sustain or improve college and career readiness outcomes for students in alternative settings. Challenges likely included the unique needs of students enrolled in these programs, including high mobility, credit deficiencies, and shorter enrollment periods, which can limit access to or completion of CCI-aligned pathways.

Action 4.2: Alternatives to Suspension demonstrated stronger outcomes and progress toward reducing exclusionary discipline practices. At Cambridge High, suspension rates decreased from 12.2% to 9.5% for All Students, from 12.0% to 10.1% for SED students, and from 13.9% to 9.4% for Hispanic students between 2023-24 and 2024-25. Similarly, Chesnut High saw notable reductions, with suspension rates declining from 21.3% to 13.6% for All Students, from 21.3% to 14.0% for SED students, and from 22.0% to 14.5% for Hispanic students. These reductions suggest that the district’s focus on alternatives to suspension, including restorative practices, behavior interventions, and student support systems, had a positive impact on reducing suspension rates and improving school climate for students in alternative programs. No suspension data was available for Miles Culwell CDS.

While measurable progress was made in reducing suspension rates through Action 4.2, the district did not achieve desired outcomes in college and career readiness under Action 4.1. As a result, Goal 4 is rated Somewhat Effective, with continued emphasis needed on expanding meaningful college and career opportunities, improving access to CCI-aligned experiences, and addressing barriers unique to students in alternative education settings.

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.

El's and LTELs were added to the Suspension focus of the goal, suspension metrics, and action 4.1

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CCI Support	To address the following lowest performance levels on the 2023 Dashboard: Cambridge High School: All, SED, Hispanic Chesnut High School: All, SED, Hispanic According to the 2023 Dashboard, at Cambridge High, the CCI for all students were very low at 2.6%. Through a needs assessment we found the disaggregated data shows Hispanic students were 3% prepared and SED students were 2.6% prepared, both also very low. According to the 2023 Dashboard, at Chesnut High, the CCI for all students were very low at 5.3% prepared. Through a needs assessment we found the disaggregated data shows Hispanic students were 5.6% prepared and SED students were 5.3% prepared, both also very low. We found that among these students groups, students face unique challenges that impede their readiness for college and career such as limited access to resources and support systems critical for academic success and career preparation, as well as higher rates of outside pressures such as needing to work to support their families, which detracts from their ability to focus on education and career planning. To continue to address the very low performance levels on the 2023 CA Dashboard, particularly in the CCI rates among all students, Hispanic, and socioeconomically disadvantaged students at Cambridge High, Chesnut High and Miles Culwell Community Day School, the district will provide exploratory opportunities and exposure to colleges and careers through supplemental curricula, such as career explorations, culinary/hospitality	$155,122.00	No

Action #	Title	Description	Total Funds	Contributing
		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 : $65,122 Chesnut High (Continuation) : $45,000 Miles W. Culwell Community Day : $45,000		
4.2	Alternatives to Suspension	To address the following lowest performance levels on the 2025 Dashboard: Cambridge High School: All, SED, Hispanic, ELs, and LTELs Chesnut High School: All, SED, Hispanic, ELs and LTELs At Cambridge High, the Suspension rate for all students is high at 9.5% of suspension. Through a needs assessment we found the disaggregated data shows Hispanic students suspension rates are 9.4%, SED student suspension rates are 10.1%, EL and LTEL student suspension rates are 13.3%. While these rates have shown improvement, they are still relatively high especially among our EL and LTEL student populations. At Chesnut High, the Suspension rate for all students is very high at 13.6% with one day of suspension. Through a needs assessment we found the disaggregated data shows Hispanic student suspension rates are 14.5%, SED student suspension rates are 14%, EL student suspension rates are 14.3%, and LTEL student suspension rates are 15.4%. While these rates have also improved, they are still relatively high especially among our LTEL student population. We found that among these students groups, students face unique challenges that impede their success in coping with high stress and adverse situations, such as limited access to resources and support systems critical for developing conflict management skills, as well as higher rates of outside pressures such as needing to work to support their families, which detracts from their ability to focus on education and career planning.	$155,122.00	No

Action #	Title	Description	Total Funds	Contributing
		To address the very low performance levels on the 2025 CA Dashboard, particularly in the suspension rates among all students, Hispanic, and socioeconomically disadvantaged, English learner, and long therm English learner student groups at Cambridge High, Chesnut High and Miles Culwell Community Day School, the district will provide exploratory opportunities and exposure to conflict resolution, mediation and restorative justice practices to raise coping skills among the identified students. Also, the staff at Cambridge High, Chesnut Continuation, and Miles W. Culwell will participate in Restorative Practices training and on-site coaching. Cambridge High : $57,305 Chesnut High (Continuation) : $52,282 Miles W. Culwell Community Day : $45,535		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Annie E. Cheney Kindergarten was originally identified for focused attention based on the 2023 California Dashboard data, which showed a Chronic Absenteeism rate of 47.8% for all students. Further disaggregation of the data identified significantly higher rates among student groups, including 52.6% for socioeconomically disadvantaged (SED) students, 49.1% for Hispanic students, and 38.5% for English learner students. Although Annie E. Cheney Kindergarten is no longer identified as an Equity Multiplier school, the district has chosen to continue prioritizing attendance improvement efforts within the LCAP based on ongoing local data, site needs assessments, and educational partner input demonstrating that chronic absenteeism continues to impact student engagement and early learning outcomes.
Through consultation with families, staff, and site administration, educational partners identified communication barriers, limited family support resources, and the need for continued outreach regarding the importance of daily attendance as contributing factors to chronic absenteeism. Based on this feedback and current attendance trends, the district will continue funding a part-time Community Liaison to provide family outreach, attendance support, and connection to resources designed to improve student attendance and engagement. The following metrics and actions have been identified to support progress toward reducing chronic absenteeism and improving student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism	2022-23 Annie E. Cheney Kindergarten All: 47.8% SED: 52.6% EL: 38.5%	2023-24 Annie E. Cheney Kindergarten All: 54.4% SED: 55.4% EL: 48.6%	2024-25 Annie E. Cheney Kindergarten All: 41.3% SED: 44.8% EL: NA (TK)	Annie E. Cheney Kindergarten All: 44.8% SED: 49.6% EL: 35.5% Hispanic: 46.1%	Annie E. Cheney Kindergarten All: -6.5% SED: -7.8% EL: NA (TK) Hispanic: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 49.1% Source: CA Dashboard	Hispanic: 53.8% Source: CA Dashboard	Hispanic: 43.1% Source: CA Dashboard		

Goal Analysis [2025-26]

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

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

Coalinga-Huron Unified was able to implement the one action under Goal 5, resulting in reducing chronic absenteeism at Cheney Kindergarten. The district was experiencing challenges in hiring for the Community Liaison position, and now we saw improvement this year because the position has been filled.
We were able to maintain the community liaison position for the entire 25-26 school year.

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

NA

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

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

Action 5.1 Chronic Absenteeism Rate

Metric 5.1 Chronic Absenteeism
2022-23 (baseline): 47.8% (All), 52.6% (SED), 38.5% (EL), 49.1% (Hispanic)
2023-24: 54.4% (All), 55.4% (SED), 48.6% (EL), 53.8% (Hispanic)
2024-25: 41.3% (All), 4.8% (SED), NA (EL), 43.1% (Hispanic)

Effectiveness: Effective

Analysis: According to the cited metrics, this action was effective in improving chronic absenteeism rates at Annie E. Cheney Kindergarten. With the hiring of a community liaison for Cheney Kindergarten, the district was able to provide more consistent and targeted family outreach,

early identification of attendance concerns, and timely follow-up with families when absences occurred. The liaison served as a direct bridge between home and school by improving communication, addressing barriers to attendance, and connecting families to available resources such as transportation support, health services, and basic needs assistance.
In addition, the liaison supported increased family engagement by conducting regular check-ins, helping families understand attendance expectations, and reinforcing the importance of daily school participation in early learning outcomes. This proactive and relational approach contributed to improved attendance patterns by reducing barriers before they resulted in chronic absenteeism, which aligns with the observed improvement in chronic absenteeism rates at the site.

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

No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Chronic Absenteeism Rate	To address the high chronic absenteeism rate at Annie E. Cheney Kindergarten, the district will fund a part time Community Liaison to provide outreach services prioritizing our English learner, low income, and Hispanic students, their guardians, and community members. The Community Liaison will play a vital role in building a home-to-school connection. He/She will assist with translation and interpretation duties, parent meetings, workshops, and training, as well as assist with monitoring student attendance.	$61,911.42	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$16,758,592	$2,019,841

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
33.960%	1.989%	$945,783.33	35.949%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** CTE/ROP Participation **Need:** According to local data and historical trends, CTE pathway completion and successful completion of A-G courses is lower for English learners and low income students compared to all students.	To support CTE Pathway completion for English learners and low income students, CHUSD will provide CTE teachers, supplemental course materials and professional development designed to promote English learner and low income student engagement and bolster positive outcomes. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration between students and teachers.	1.5 - A-G Completion 1.6 - CTE Pathway Completion 1.14 - A-G & CTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student feedback revealed about 25% of students do not know what CTE is or what pathways are offered at Coalinga High School. In our experience, low income students do not always have access to instructional career technical education outside of 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, we will provide supplemental course materials and supplies to ensure the identified students can participate in high-interest, hands-on experiences at no cost. 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	

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	awareness. These cognitive benefits, coupled with increased engagement and motivation, contribute to better overall academic performance. Teachers will receive training in how to embed EL strategies and scaffolding necessary to support the specific language acquisition needs of English learner students in order to close the skill gaps and find success. It is important to ensure our English learners and low income students are supported in keeping up with the pace of instruction. Additionally, we will provide supplemental instructional materials targeted for English learner support and supplies for socioeconomically disadvantaged pupils to be embedded and accessed as needed in order to strengthen persistence and increase school connectivity through high-interest experiences. While this action is designed to meet the needs most associated with low income and English learner students needing to increase access to VAPA and Performing Arts, because the district feels this will be beneficial for all students, it will be available on a district-wide basis.	
1.3	**Action:** Targeted Intervention & Instructional Support **Need:** According to the CA Dashboard and a local needs assessment, our English Learner and low income student populations have lower	To address these needs, CHUSD will continue to allocate resources to maintain elementary PE teachers, ensuring students have physical activity time and creating additional opportunities for academic teachers to provide targeted interventions for low-income, English learner and homeless students in small group settings. These	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
	achievement levels on state assessments in Math and ELA. Our Homeless student populations have shown progress and we would like to continue this progress. Additionally the 2023 Dashboard shows that EL and SED students at Coalinga High School received the lowest performance level in Math and ELA. Our needs assessment revealed that these students often have gaps in foundational reading and math skills that affect their ability to understand grade level content. **Scope:** LEA-wide	interventions will be differentiated according to student needs, as this approach effectively supports academic improvement and helps close the achievement gap. Site administrators will monitor the implementation of these interventions and collaborate with classroom teachers to ensure they are conducted with fidelity and aimed at increasing Math and ELA achievements among low-income, homeless and English learner subgroups. CHUSD will allocate additional funding to provide an intervention teacher at the high school level. This teacher will work with smaller classes of our English Learner, homeless and low-income students to address their gaps in foundational reading and math skills. Students will be able to access the interventions during the school day and will receive personalized support based on their identified needs. To ensure we are providing research-based, highly effective interventions, CHUSD will allocate funding to provide quality professional learning for intervention staff, as well as supplemental intervention materials to support English learner, homeless, and low-income students in accessing grade-level content. Professional learning will be designed to equip staff to use targeted, skill-based instruction, scaffold academic language and foundational literacy and mathematics skills, offer differentiated learning opportunities, and accelerate learning by addressing identified learning gaps while supporting students' successful participation in core instruction. Materials and supplies may include manipulatives	

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
		and other supplemental visual learning tools designed to support differentiation in learning styles. 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. While this action is specifically designed to support low-income, homeless and English learner students, including those at Coalinga High School, because all students will benefit from this action, it is being provided district-wide.	
1.4	**Action:** Alternative Education Program **Need:** According to the Dashboard, our English learner and low income student populations have lower high school graduation rates than desired. Also, according to the Dashboard, English learners and low income students have lower rates of A-G completion than all students. A local needs assessment showed that one reason these students have lower graduation rates is that they drop out of the larger comprehensive school settings due to	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.	1.5 - A-G Completion 1.13 - Graduation Rate 2.2 - High School Dropout Rate Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	various factors including larger class sizes and less individualized support. 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	Additionally, we will provide supplemental program materials and supplies to ensure the identified students can participate in project-based learning at no cost. 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 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	

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
		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, with the help of Alternative Education Support Staff, 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.	
1.5	**Action:** STEM **Need:** According to the CA Dashboard and a local needs assessment, our English Learner and Low-Income student populations have lower achievement levels on state assessments in Science and Math and local assessments.Additionally the 2023 Dashboard shows that EL and SED and All students at Coalinga High School and Coalinga Middle School received the lowest performance level in Math.	To address these needs, the district will allocate resources for certificated math and science training to provide direct support to teachers in implementation of the NGSS and updated Ca Math Framework. CHUSD will contract support from experts at FCSS to train in the best practices to improve achievement in math and science, and instructional techniques for supporting low-income and English learner students. CHUSD will also allocate resources to provide supplemental science and math materials, and a district wide math coach to support teachers of low-income and English Learner (EL) students by modeling high-impact strategies, such as the use of sentence	1.4 - CAASPP Math 1.15 - CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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, we will provide supplemental science and math materials at no cost, including, but not limited to manipulatives and visual learning tools which are often used to help students access abstract math and science concepts through concrete interactive lessons. 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. 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	

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
		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 student populations need additional support for ELA in order to perform better on local and state assessments. Through a root cause analysis of this data, the District identified that lower reader levels act as a barrier to academic performance. We believe that a targeted focus on building literacy skills is needed to help students make gains. Additionally the 2023 Dashboard shows that EL and SED students at Sunset Elementary	To address these needs the district will provide professional development in ELA and ELD, including materials and supplies for SEAL, BeGlad and LETRS. We will provide 6 academic coaches, reading intervention aides, 7 EL intervention teachers, as well as supplemental materials and supplies. The district will provide targeted reading instruction from ELD intervention teachers which includes scaffolding and support for English language acquisition. Teachers will be provided with ELD professional development designed to help them provide targeted instruction in developing English language proficiency skills for our EL and LTEL students. We will continue using the SEAL language acquisition model at the elementary sites and further implementation of the BeGlad language acquisition model at our secondary sites. Teachers will be provided with training to implement these programs with fidelity.	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
	received the lowest performance level in ELA and ELA along with the All student, EL student, and SED student groups at Coalinga Middle School and Huron Elementary. Our staff told us that we needed to broaden our focus from English language proficiency to include targeted literacy instruction in order to address the needs of our students. Coalinga Huron Unified is eligible for Differentiated Assistance (DA) for LTELs in the areas of ELA, Math. **Scope:** LEA-wide	To support our LTELs, the EL Intervention teachers conduct needs assessment then provide small group instruction based on needs and English Language proficiency levels for LTELs and ELs at Level 1 and 2. CHUSD will allocate resources for 1 district literacy coach and 5 elementary academic support coaches focused on integrated English language acquisition and literacy skills development to support the development of these skills in our students. These six certificated staff members will be trained in Language Essentials for Teachers of Reading and Spelling (LETRS) to systematically approach the teaching of reading and support classroom teachers in this area. Coaches will work with classroom teachers to model LETRS high-impact strategies and support them in implementation. We will also supply support through our county office of education experts in language and literacy development. Intervention aides will conduct targeted intervention during the school day and give teachers the ability to work with smaller groups of students in need of additional support in ELA as a Tier 1 support in their classroom. Teachers will receive supplemental materials such as vocabulary cards, sentence frames, and realia. These tools provide English Learners (ELs) and Long-Term English Learners (LTELs) with structured, repeated opportunities to pair hands-on tasks with academic vocabulary practice.	

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
		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. 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	

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
		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 and Dual Enrollment Courses **Need:** A review of our most current local data reflects that our low income and English learner students require more support compared to all students in order to participate and succeed in Advanced Placement and Dual Enrollment courses. Our teachers told us that they would like to receive training on strategies to support diverse student populations, including low	To support participation and success in Advanced Placement courses, CHUSD will provide AP teachers, Professional development, and supplemental materials. The training for our AP and dual enrollment teachers will help them to embed and use high-impact strategies in their instruction that support low income and English learner students. Strategies such as scaffolded instruction and collaborative learning can assist these students in successful completion of advanced courses. By ensuring that qualified AP teachers are available and trained to implement research-based instructional strategies that support both rigorous content learning and language development, the	1.9 - AP Participation and Exams, Dual Enrollment Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students and English learners, taking advanced placement courses. In our experience, our low income students do not always have the resources to access supplemental materials such as study aides and practice exams that can increase their chances of passing an AP exam or a dual enrollment course. **Scope:** LEA-wide	district is increasing equitable access to advanced coursework for EL students. The supplemental materials will ensure that the identified students are able to participate fully in AP and dual enrollment courses. Supplemental materials may include digital learning platforms and study materials designed to enhance learning for the identified students. Additionally, The district will implement a proactive AP and Dual Enrollment outreach and support program that specifically targets underrepresented and potentially high-achieving English learner and low income students. This program would aim to identify, encourage, and support students who have the potential to succeed in AP and/or Dual Enrollment courses but may not currently be considering or enrolling in them. By scoring well on AP exams or passing a dual enrollment course, low income students and English learners can earn college credits while still in high school. This can reduce the number of classes they need to take in college, saving time and money and significantly lowering the cost of a college education, making it more accessible and affordable. While this action is specifically created to support the identified needs of low income and English learner students, because all students will benefit from this action, it is being provided district-wide.	
1.8	**Action:** Library Services **Need:** According to educational partner feedback and a needs assessment, our English learners and	To support ELA and reading achievement, funds will be utilized to provide a library media teacher in each city and library technicians, as well as provide supplemental materials, books, supplies, and online databases for all students.	1.3 - CAASPP ELA Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	Providing access to supplemental resources and staff to support the use of these resources for our low income, homeless, and English learners is an equitable solution to existing barriers such as access and financial hardship. In addition, ongoing support will be provided to library media teachers and library technicians through a partnership with FCSS Library Services in the form of professional development and direct support for library staff. Our library media teachers and library technicians will be trained to create an inclusive, supportive, and enriching environment to meet the unique needs of our English learner and low income students through the offering of multilingual resources, cultural sensitivity, collaboration with teachers, and individualized support for struggling readers. Culturally relevant and engaging books will be provided in school libraries so that the identified students can see their own cultures, experiences, and backgrounds reflected in the books they read. We believe this will help them to feel more connected to the material which can increase their interest and engagement in reading and learning. Books will be tracked through an online library database accessible to the identified students during the school day. To strengthen our outcomes, the district will ensure that all books in the five district libraries are labeled with reading levels that correlate to the reading levels given on our local literacy skill and reading benchmark assessments, therefore, providing low income and English learner students with texts specific to their ability to read. The	

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
		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, homeless, 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 increased drop-out rates at both the middle and high school levels, which will need to be addressed. Our English learner and low income student populations have A-G rates lower than that of all students. Upon investigating this at the high school, the district discovered there is a need for students to better understand the connection between A-G completion and postsecondary opportunities.	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. CHUSD will provide college and post-secondary awareness opportunities that include guest speakers, campus and career visits, and provide	1.5 - A-G Completion 1.13 - Graduation Rate 1.16-College and Career Indicator (CCI) 2.1 - Middle School Dropout Rate 2.2 - High School Dropout Rate 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
	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	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 to overcome social/emotional barriers to success. Counselors will continue to participate in professional learning communities focused on data	

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
		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 decisions and develop action plans for addressing identified gaps.	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
		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 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	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
		instructional decisions and develop action plans for addressing identified gaps. Finally, this action will ensure the support staff can organize and prepare the professional development. While this action is specifically created to support the identified needs of English learners and low income students, because all students will benefit from this action, it is being provided districtwide.	
1.12	**Action:** Educational Technology **Need:** According to the state and local metrics, our English learners and low income students have the most opportunity for increased academic improvement. Educational partner feedback makes it clear that our English learner and low income students have the least access to state standards and curriculum 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, supplemental licenses, classroom technology devices, technology staff to ensure device usability, connection and function, as well as Cloud Based Learning Management Systems. These supports will provide consistent access to state standards, adopted curriculum, digital learning applications and monitoring of 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	
2.1	**Action:** District Sports Programs **Need:** Based on state data, our foster youth and low income students have chronic absenteeism rates that are higher than our District average. A needs assessment revealed that one of the barriers to school attendance for our foster youth students is the stress that comes with changes in home life which create a tendency to withdraw or disengage from peers and activities. In our experience, providing a robust athletics program is an effective way to promote low income, and Foster Youth student engagement, encouraging school attendance. **Scope:** LEA-wide	A barrier for our foster youth students is the stress that comes with changes in home life, which can lead to withdrawal from school, peers, and extracurricular activities. Based on district experience and student engagement data, participation in extracurricular sports provides students with a consistent, supportive environment that promotes school connectedness, positive relationships with caring adults, and a sense of belonging. CHUSD recognizes the need for foster youth and low-income students to improve access to extracurricular sports, especially those who are the least engaged. Therefore, CHUSD will allocate funds to maintain sports programs for elementary, middle, and high schools. Funds will be used for the high school Athletic Directors' salaries, middle school Athletic Directors' stipends, certificated and classified coaches' stipends, professional services to support the operation and supervision of athletic competitions, officials, athletic trainers, and other services necessary to safely implement extracurricular athletic programs, equipment, supplies, and transportation to and from sporting events during the sports season in order to promote engagement, especially for our foster youth and low-income students. The professional services funded through this action are intentionally designed to ensure students have access to safe, well-organized, and high-quality extracurricular opportunities that foster meaningful relationships with peers and trusted	2.4 - Attendance Rate 2.5 - Chronic Absenteeism 2.9 - School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		adults, increase school connectedness, and encourage consistent participation. Transportation is designed to remove barriers that disproportionately affect foster youth and low-income students by ensuring reliable transportation to and from practices and competitions. Without district-provided transportation, many identified students would be unable to participate due to financial constraints, lack of family transportation, or placement outside of the immediate school community. Through the sports programs, the Athletic Directors and coaches will provide a network of support for our low-income and foster youth students within the school and community. They will act as a bridge between both, identifying and monitoring specific needs of the identified students and making 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 events. By providing these resources, we will ensure our low-income and foster youth students have the supplies and access needed to fully participate in the sports programs. This action is designed to meet the needs most associated with our foster youth and low-income students by increasing engagement, school connectedness, and participation in extracurricular sports programs. However, because the District believes these opportunities benefit all students, this action will be implemented on a district-wide basis while principally benefiting the student groups for whom the action was designed.	

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
2.2	**Action:** Educational Opportunities Outside of School **Need:** According to Educational Partner feedback and our local student climate and engagement survey, our English learner, foster youth, and 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. These opportunities for education outside the regular classroom setting support students connection to school by providing shared experiences and memories with peers and teachers, solidifying what is taught in the classroom through hands-on, real-world experiences, and broadening the perspective and exposure of students which encourages engagement and motivation in school to set and achieve future goals. While this action is specifically created to support the identified needs of English learners, foster youth, and low income students, because all students will benefit from this action, it is being provided district-wide.	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 local student climate and engagement survey, only 67% of students report feeling safe at school, and only 42% of secondary students report feeling connected to school. Low income students have higher rates of chronic absenteeism than all students. Feedback from English learner and low-income students, families, and staff indicates that some students may experience additional barriers to feeling safe and connected at school, including language and communication barriers, limited familiarity with school safety procedures, and instability or stress outside of school. When students do not feel physically and emotionally safe, they may be less likely to attend regularly, participate in class, seek assistance, or engage in school activities, which can negatively affect academic achievement. In our experience, additional safety personnel, safety-related supplies, accessible and multilingual communication, and consistent relationship-building with students and families are needed to ensure that English learner and low-income students understand school procedures, have access to trusted adults, and feel safe, supported, and connected. Increasing students’ sense of safety and belonging is expected to strengthen attendance, classroom engagement, and readiness to learn. **Scope:**	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 officer to provide community-oriented communications with parents, students, and staff. In addition, safety liaisons will conduct presentations on campus safety for staff and students, work with assistant principals on restorative practices, and demonstrate positive interactions with safe adults. CHUSD Campus Safety Liaisons will support identified students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect. CHUSD will also allocate funds for materials and supplies that support security liaisons safety presentations, avenues for students to anonymously report safety concerns and incidents, and enhance school site security. In our experience, campus safety staff are necessary to create an environment where the identified students and staff can focus on learning and personal growth without unnecessary risks or	2.5 Chronic Absenteeism 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
	LEA-wide	disruptions. The supports provided by staff are designed to promote a sense of security 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. CHUSD will also allocate funds for materials and supplies that support Campus Safety Liaisons' safety presentations, provide avenues for students to anonymously report safety concerns and incidents, and enhance school site security. Materials and supplies may include safety and emergency preparedness materials, restorative practice and conflict resolution resources, anonymous reporting platform licenses and promotional materials (e.g., STOPit), visitor management and campus access supplies, signage that promotes school safety expectations and reporting procedures, educational materials for classroom and parent safety presentations necessary to maintain a safe learning environment. These materials and supplies are intentionally designed to support the implementation of proactive safety practices that increase students' sense of belonging, connectedness, and security. Anonymous reporting systems provide English learner and low-income students with safe, accessible ways to report bullying, harassment, threats, or other concerns that they may otherwise be reluctant to communicate due to language	

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
		barriers, fear of retaliation, or lack of trusted relationships. Safety presentation materials and restorative practice resources support the development of positive student behaviors, conflict resolution skills, and stronger relationships between students and trusted adults. 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 Districtwide basis.	
2.4	**Action:** Education Services Staff **Need:** According to Dashboard data and educational partner feedback, there is an opportunity for improvement in chronic absenteeism rates and suspension rates, especially for our Foster Youth, English Learner, and Low Income students. Additionally the 2023 Dashboard shows that EL and SED students at Coalinga Middle School and Coalinga High School were rated "Very High" in the area of suspensions, indicating a need to provide support for EL and SED students at these sites. When we evaluated our current systems, including those at Coalinga Middle and High Schools, we found a need to implement restorative justice practices, including alternatives to suspension. We believe that implementing these alternatives will provide our EL and SED students with stronger	In order to address these needs, the District will provide certificated salaries and benefits for 7 site based Assistant Principals and 1 Roving Assistant Principal who focus on supporting the SEL system and Capturing Kids Hearts model of relationship building and social interactions that cultivate higher levels of executive functioning, self-regulation, and skills for intra- and interpersonal interaction. The District recognizes that supporting students' social/emotional health and modeling positive relationships and social interactions are practices that have been shown to decrease suspension rates and ultimately change behaviors for our English Learner, Foster Youth, and Low-Income students. The district will provide comprehensive professional development on restorative justice principles and practices for the Assistant Principals so they can lead and implement restorative justice practices across the schools in the district. Restorative Justice focuses on repairing harm and restoring relationships rather than punitive measures. By training assistant principals to	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
	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	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 Assistant Principal will support our elementary and alternative education sites that do not have assistant principals. Coalinga High School will focus on building relationships with at-risk EL and SED students and implement with fidelity site-wide Tier 1 lessons to address academic and behavioral expectations (Toad Pride) through a PBIS model. A behavioral intervention teacher and counselor will increase behavioral supports, interventions and restorative practices in order to cultivate higher levels of executive functioning, self-regulation, and skills for intra- and interpersonal interaction. Coalinga Middle School will develop engaging learning experiences promoting voice, choice, and a passion for learning, incorporating college and	

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While this action is designed to address the needs of Foster Youth and Low Income students, we believe all students will benefit so it is being provided district wide.	
2.6	**Action:** Wellness Initiative **Need:** Based on our most recent local data, while our foster youth, low income students, and English learners have higher attendance rates as compared to all students as well as lower chronic absenteeism rates for our ELs compared to all students, the rates could still improve. Also, parent engagement and student connectedness has declined over the past year, demonstrating there is a need to increase these rates. Additionally, according to the CA Dashboard our low-income and English Learner student groups are low performing in Math and ELA. Educational Partners feedback revealed that social/emotional support contributes to mitigating the stresses and obstacles experienced by our English learner, low income, and foster youth students that often result in absenteeism. In addition, educational partners indicated that when students receive targeted social-emotional support, they develop a stronger sense of belonging and connection to their school community leading to improved attendance, enhanced academic performance, and increased opportunities for	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 expanded to Coalinga and Huron Middle Schools during the 2024–2025 school year. CHUSD will continue building a wellness model focused on the targeted student groups to support the whole child and emphasize 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 and ensure successful implementation of the Wellness Centers. Wellness Center materials and supplies are intentionally designed to address the social, emotional, and behavioral needs of foster youth, English learner, and low-income students by providing resources that promote self-regulation, emotional wellness, and positive school engagement. Materials and supplies include, but are not limited to, social-emotional learning curricula, mindfulness and calming resources, sensory tools and fidget items, restorative practice materials, art and expressive therapy supplies, journals, books focused on coping skills and	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
	students to successfully meet grade-level standards. **Scope:** LEA-wide	resilience, student wellness activities, family engagement resources, basic hygiene items, snacks for students experiencing food insecurity while accessing services, and office furnishings and equipment that create welcoming, trauma-informed spaces where students feel safe seeking support. These resources are used during individual and small-group interventions, classroom outreach, family engagement activities, and schoolwide wellness initiatives designed to reduce barriers to learning and increase students' connectedness to school. By providing these materials and supplies, CHUSD creates supportive environments that encourage students to seek assistance, develop healthy coping strategies, build positive relationships, and remain engaged in school. The services provided by Wellness Coordinators and Outreach Specialists will include intentional social/emotional counseling, social skill building and practice, strengthening our foster youth, English learner, and low-income students' ability to self-regulate, set academic goals, self-select academic and social strategies, and contribute to a positive school culture—all strategies that improve their ability to access instruction and academic content while promoting regular attendance. Outreach Specialists will also serve as an additional point of communication for families of identified students 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 students and families.	

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 foster youth, English learners, and low-income students, because the District expects these services to improve school climate and student well-being for all students, this action is provided on a districtwide basis while principally benefiting the identified student groups.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

All schools in the District are above 55% enrollment of Low-Income students, English Learners, and Foster Youth, and all schools will receive additional FTE to provide direct services to these students; therefore, no methodology was required to prioritize services to individual schools. The determination of how these funds will be utilized is based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students. 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, and Elementary Counselors, as designed in Goal 2, Action 5.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	49,347,977	16,758,592	33.960%	1.989%	35.949%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,287,060.00	$72,954,207.01	$0.00	$0.00	$91,241,267.01	$69,265,788.79	$21,975,478.22

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	CTE/ROP Participation	English Learners	Yes	LEA-wide	English Learners	All Schools		$1,222,652.00	$0.00	$1,222,652.00				$1,222,652.00	0
1	1.2	Access to Visual and Performing Arts	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$664,199.00	$60,000.00	$724,199.00				$724,199.00	0
1	1.3	Targeted Intervention & Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$743,436.00	$5,000.00	$748,436.00				$748,436.00	0
1	1.4	Alternative Education Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,916,937.00	$5,000.00	$1,921,937.00				$1,921,937.00	0
1	1.5	STEM	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$184,165.00	$5,000.00	$189,165.00				$189,165.00	0
1	1.6	ELA and ELD Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$2,023,525.00	$75,000.00	$2,098,525.00				$2,098,525.00	0
1	1.7	Advanced Placement and Dual Enrollment Courses	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$425,452.00	$5,000.00	$430,452.00				$430,452.00	0
1	1.8	Library Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$769,556.00	$120,000.00	$889,556.00				$889,556.00	0
1	1.9	College and Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$1,245,186.00	$40,000.00	$1,285,186.00				$1,285,186.00	0
1	1.10	Professional Development for All Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$37,434.00	$0.00	$37,434.00				$37,434.00	0
1	1.11	Site-Specific Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$15,150.00	$34,850.00	$50,000.00				$50,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Educational Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$1,545,818.00	$873,271.00	$2,419,089.00				$2,419,089.00	0
1	1.13	Learning Recovery	All	No			All Schools		$1,782,439.00	$1,250,000.00		$3,032,439.00			$3,032,439.00	
2	2.1	District Sports Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$358,605.00	$580,000.00	$938,605.00				$938,605.00	0
2	2.2	Educational Opportunities Outside of School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00	0
2	2.3	Campus Safety	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$844,096.79	$27,904.21	$872,001.00				$872,001.00	0
2	2.4	Education Services Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,405,381.00	$0.00	$1,405,381.00				$1,405,381.00	0
2	2.5	Child Welfare and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,635,731.00	$8,000.00	$2,643,731.00				$2,643,731.00	0
2	2.6	Wellness Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$200,711.00	$10,000.00	$210,711.00				$210,711.00	0
2	2.7	Community Schools	All	No			All Schools		$0.00	$500,000.00		$500,000.00			$500,000.00	
3	3.1	Centralized Administrative Functions	All	No			All Schools		$3,088,395.00	$2,845,619.70		$5,934,014.70			$5,934,014.70	
3	3.2	Operating Costs	All	No			All Schools		$29,790,173.00	$7,640,217.14		$37,430,390.14			$37,430,390.14	
3	3.3	Transportation and Facilities	All	No			All Schools		$8,619,131.00	$5,531,333.43		$14,150,464.43			$14,150,464.43	
3	3.4	Special Education	All	No			All Schools		$9,747,616.00	$1,787,127.32		$11,534,743.32			$11,534,743.32	
4	4.1	CCI Support	All	No			Specific Schools: Cambridge High, Chesnut High (Continuation), Miles W. Culwell Communit		$0.00	$155,122.00		$155,122.00			$155,122.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							y Day									
4	4.2	Alternatives to Suspension	All	No			Specific Schools: Cambridge High School, Chesnut Continuation, Miles W. Culwell Community Day		$0.00	$155,122.00		$155,122.00			$155,122.00	
5	5.1	Chronic Absenteeism Rate	All	No			Specific Schools: Annie E. Cheney Kindergarten		$0.00	$61,911.42		$61,911.42			$61,911.42	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
49,347,977	16,758,592	33.960%	1.989%	35.949%	$18,287,060.00	0.000%	37.057 %	**Total:**	$18,287,060.00
								LEA-wide Total:	$18,287,060.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	CTE/ROP Participation	Yes	LEA-wide	English Learners	All Schools	$1,222,652.00	0
1	**1.2**	Access to Visual and Performing Arts	Yes	LEA-wide	English Learners Low Income	All Schools	$724,199.00	0
1	**1.3**	Targeted Intervention & Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$748,436.00	0
1	**1.4**	Alternative Education Program	Yes	LEA-wide	English Learners Low Income	All Schools	$1,921,937.00	0
1	**1.5**	STEM	Yes	LEA-wide	English Learners Low Income	All Schools	$189,165.00	0
1	**1.6**	ELA and ELD Support	Yes	LEA-wide	English Learners Low Income	All Schools	$2,098,525.00	0
1	**1.7**	Advanced Placement and Dual Enrollment Courses	Yes	LEA-wide	English Learners Low Income	All Schools	$430,452.00	0
1	**1.8**	Library Services	Yes	LEA-wide	English Learners Low Income	All Schools	$889,556.00	0
1	**1.9**	College and Career Readiness	Yes	LEA-wide	English Learners Low Income		$1,285,186.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.10**	Professional Development for All Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$37,434.00	0
1	**1.11**	Site-Specific Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	0
1	**1.12**	Educational Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$2,419,089.00	0
2	**2.1**	District Sports Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$938,605.00	0
2	**2.2**	Educational Opportunities Outside of School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
2	**2.3**	Campus Safety	Yes	LEA-wide	English Learners Low Income	All Schools	$872,001.00	0
2	**2.4**	Education Services Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,405,381.00	0
2	**2.5**	Child Welfare and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,643,731.00	0
2	**2.6**	Wellness Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$210,711.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$93,208,924.93	$92,208,764.41

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	CTE/ROP Participation	Yes	$1,300,642.55	1,259,059.00
1	**1.2**	Access to Visual and Performing Arts	Yes	$622,473.00	677,237.29
1	**1.3**	Targeted Intervention & Instructional Support	Yes	$715,128.00	730,891.00
1	**1.4**	Alternative Education Program	Yes	$1,778,722.00	1,870,602.00
1	**1.5**	STEM	Yes	$190,994.00	188,166.00
1	**1.6**	ELA and ELD Support	Yes	$4,196,506.10	1,589,025.00
1	**1.7**	Advanced Placement and Dual Enrollment Courses	Yes	$412,644.00	419,385.00
1	**1.8**	Library Services	Yes	$863,351.00	886,507.49
1	**1.9**	College and Career Readiness	Yes	$1,198,790.00	1,267,388.35
1	**1.10**	Professional Development for All Staff	Yes	$190,517.59	255,904.75
1	**1.11**	Site-Specific Professional Development	Yes	$50,000.00	46,858.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Educational Technology	Yes	$2,908,728.00	2,824,657.89
1	1.13	Learning Recovery	No	$1,145,855.00	2,633,443.59
2	2.1	District Sports Programs	Yes	$990,689.92	1,152,344.39
2	2.2	Educational Opportunities Outside of School	Yes	$200,000.00	262,082.17
2	2.3	Campus Safety	Yes	$890,925.00	908,706.00
2	2.4	Education Services Staff	Yes	$1,423,835.00	1,232,340.00
2	2.5	Child Welfare and Attendance	Yes	$2,692,120.55	2,603,858.60
2	2.6	Wellness Initiative	Yes	$199,264.00	217,508.00
2	2.7	Community Schools	No	$500,000.00	600,000.00
3	3.1	Centralized Administrative Functions	No	$5,425,421.46	$5,425,421.46
3	3.2	Operating Costs	No	$35,963,766.76	$35,963,766.76
3	3.3	Transportation and Facilities	No	$18,784,164.00	$18,784,164.00
3	3.4	Special Education	No	$10,113,256.00	$10,113,256.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	CCI Support	No	$188,419.00	$33,478.83
4	**4.2**	Alternatives to Suspension	No	$184,819.00	$184,819.00
5	**5.1**	Chronic Absenteeism Rate	No	$77,893.00	$77,893.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
17,102,270	$20,558,404.16	$18,392,521.77	$2,165,882.39	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	CTE/ROP Participation	Yes	$1,033,716.00	1,259,059.00	0	
1	**1.2**	Access to Visual and Performing Arts	Yes	$622,473.00	677,237.29	0	
1	**1.3**	Targeted Intervention & Instructional Support	Yes	$715,128.00	730,891.00	0	
1	**1.4**	Alternative Education Program	Yes	$1,778,722.00	1,870,602.00	0	
1	**1.5**	STEM	Yes	$190,994.00	188,166.00	0	
1	**1.6**	ELA and ELD Support	Yes	$4,196,506.10	1,589,025.00	0	
1	**1.7**	Advanced Placement and Dual Enrollment Courses	Yes	$412,644.00	419,385.00	0	
1	**1.8**	Library Services	Yes	$863,351.00	886,507.49	0	
1	**1.9**	College and Career Readiness	Yes	$1,198,790.00	1,267,388.35	0	
1	**1.10**	Professional Development for All Staff	Yes	$190,517.59	255,904.75	0	
1	**1.11**	Site-Specific Professional Development	Yes	$50,000.00	46,858.84	0	
1	**1.12**	Educational Technology	Yes	$2,908,728.00	2,824,657.89	0	
2	**2.1**	District Sports Programs	Yes	$990,689.92	1,152,344.39	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	Educational Opportunities Outside of School	Yes	$200,000.00	262,082.17	0	
2	**2.3**	Campus Safety	Yes	$890,925.00	908,706.00	0	
2	**2.4**	Education Services Staff	Yes	$1,423,835.00	1,232,340.00	0	
2	**2.5**	Child Welfare and Attendance	Yes	$2,692,120.55	2,603,858.60	0	
2	**2.6**	Wellness Initiative	Yes	$199,264.00	217,508.00	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
47,544,867	17,102,270	4.703%	40.674%	$18,392,521.77	0.000%	38.685%	$945,783.33	1.989%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)]; and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)].
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information] web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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