

LCFF Budget Overview for Parents

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

CDS Code: 1363115

School Year: 2021-22

LEA contact information:

Rauna Fox

Assistant Superintendent

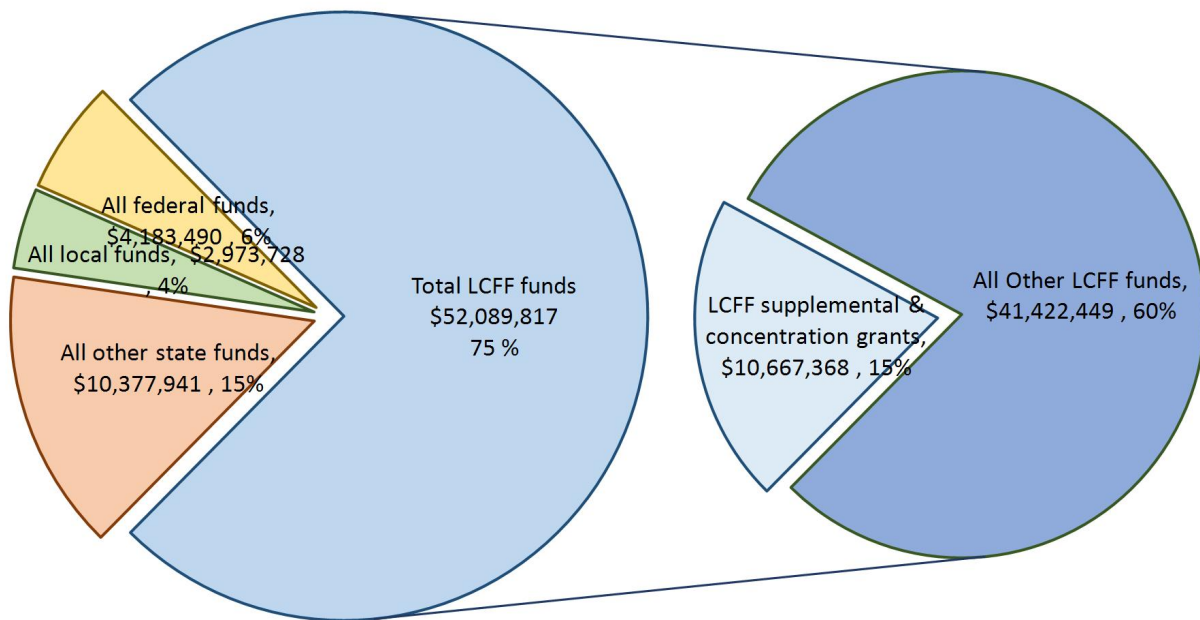
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



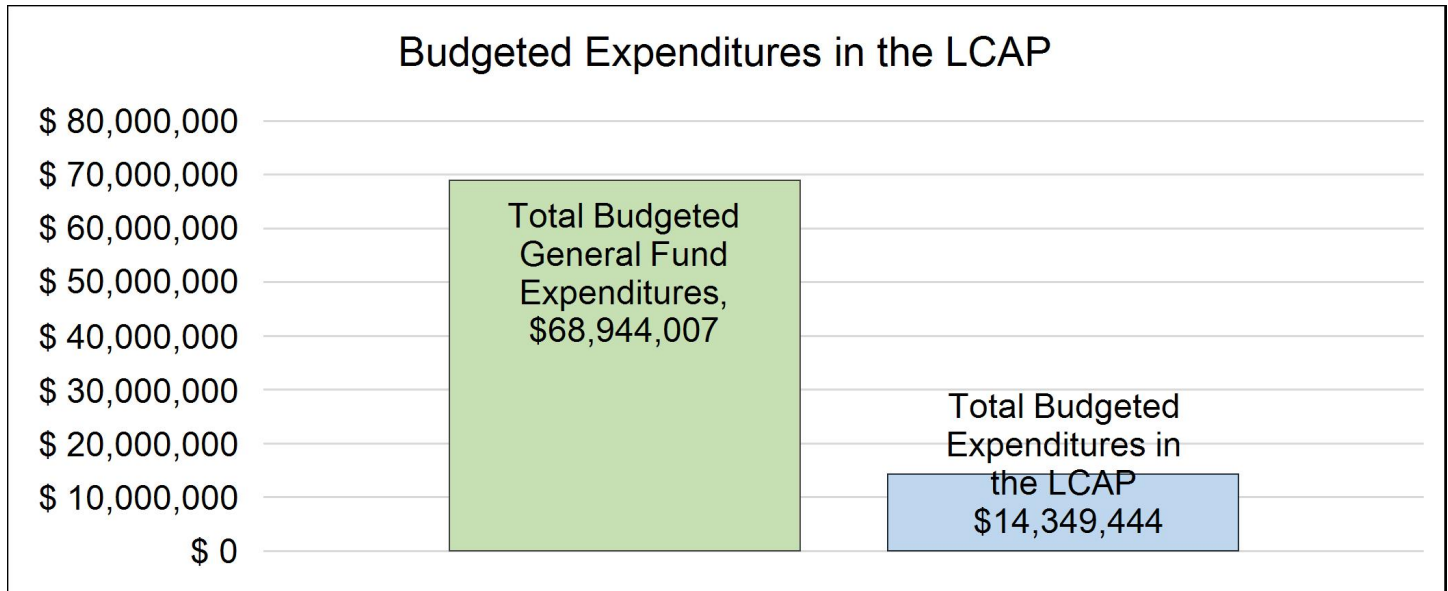
This chart shows the total general purpose revenue Central Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Central Union High School District is \$69,624,976, of which \$52,089,817 is Local Control Funding Formula (LCFF), \$10,377,941 is other state funds, \$2,973,728 is local funds, and

\$4,183,490 is federal funds. Of the \$52,089,817 in LCFF Funds, \$10,667,368 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Central Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Central Union High School District plans to spend \$68,944,007 for the 2021-22 school year. Of that amount, \$14,349,444 is tied to actions/services in the LCAP and \$54,594,563 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In 2021-2022, Central Union High School District is projecting it will receive \$10,667,368 based on the enrollment of foster youth, English learner, and low-income students. Central Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Central Union High School District plans to spend \$12,235,091 on actions to meet this requirement.

Expenditures not including in the LCAP are those that are funded with the LCFF Base including funding for staffing,

The total revenue projected for Central Union High School District is \$63,829,152 of which \$48,790,736.00 is Local Control Funding Formula (LCFF), \$4,306,220.00 is other state funds, \$1,295,922.00 is local funds, and \$3,179,021.00 is federal funds. Of the \$48,790,736.00 in LCFF Funds, \$10,129,328.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students). 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.

- Central Union High School District plans to spend \$57,255,730.00 for the 2019-20 school year. Of that amount, \$45,577,471.00 is tied to actions/services in the LCAP and \$11,678,259.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: District Office Administration and Classified Staff salaries/benefits, office supplies, and equipment School Site Administration and Classified Staff salaries/benefits, office

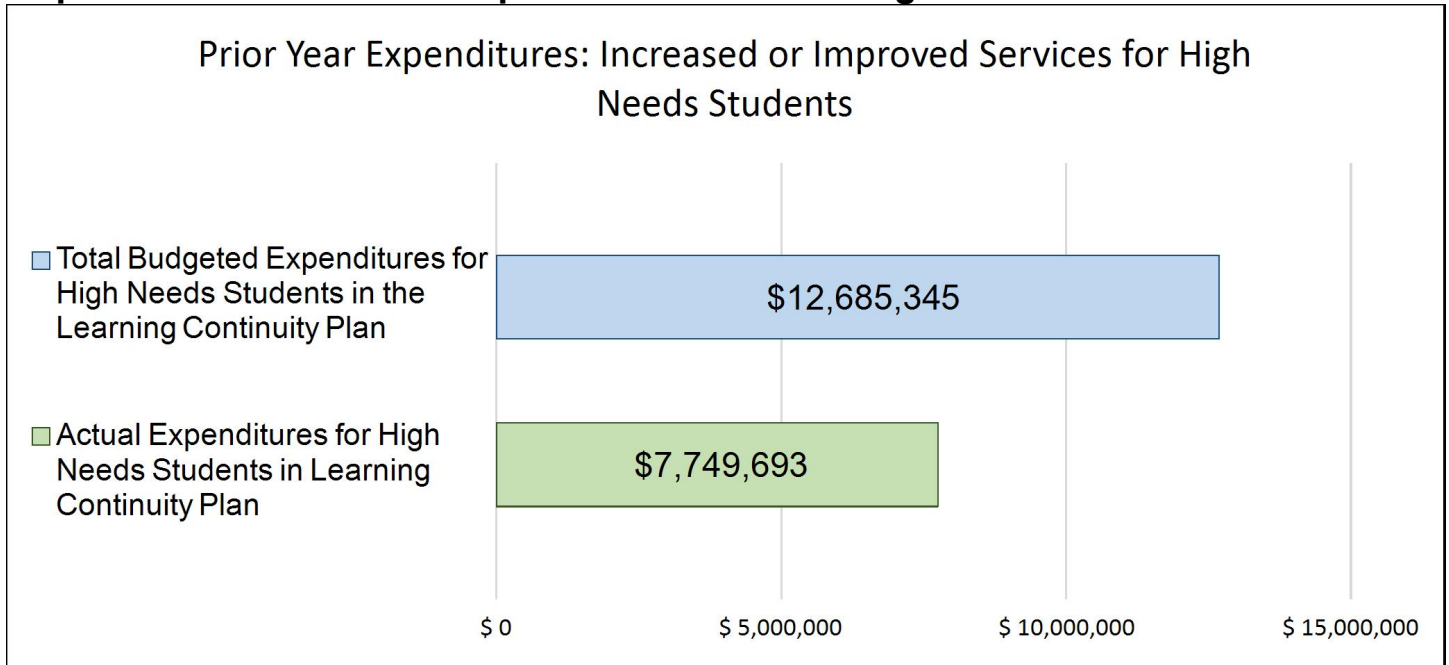
supplies, general classroom supplies, equipment, and maintenance of equipment Maintenance, Grounds, Cafeteria staff salaries/benefits and related expenses (other than those specifically identified in the plan) Transportation Staff salaries/benefits and operating costs (other than recently hired driver positions and new buses) Technology Staff salaries/benefits and related expenses (other than those specifically identified in the plan) Utilities Athletic Program costs

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Central Union High School District is projecting it will receive \$10,667,368 based on the enrollment of foster youth, English learner, and low-income students. Central Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central Union High School District plans to spend \$11,106,547 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 2020-21



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

In 2020-21, Central Union High School District's Learning Continuity Plan budgeted \$12,685,345 for planned actions to increase or improve services for high needs students. Central Union High School District actually spent \$7,749,693 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Central Union High School District	Rauna Fox Assistant Superintendent	rfox@mycuhsd.org 7603364530

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: #1 Achievement

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP Math - = Level 3 (% Met/Exceeded)</p> <p>19-20 ALL: 34% EL: 15% LI: 30%</p> <p>Baseline ALL: 28% EL: 4% LI: 22% (Spring 2016)</p>	<p>The CAASPP Assessment was not administered in the 2019-2020 school year, therefore there is no up to date data for the CAASPP Math. The most current administration (2018-2019) showed 22.59% of students met or exceeded the standards in math for the ALL student group, 3.01% for ELs, and 19.55% for socioeconomically disadvantaged students.</p>
<p>Metric/Indicator CAASPP ELA - = Level 3 (% Met/Exceeded)</p> <p>19-20 ALL: 66% EL: 22% LI: 62%</p> <p>Baseline ALL: 62% EL: 15% LI: 56% (Spring 2016)</p>	<p>The CAASPP Assessment was not administered in the 2019-2020 school year, therefore there is no up to date data for the CAASPP ELA. The most current administration (2018-2019) showed 61.62% of students met or exceeded the standards in ELA for the ALL student group, 17.37% for ELs, and 57.52% for socioeconomically disadvantaged students.</p>

Expected	Actual
<p>Metric/Indicator EAP CAASPP – Level 4 (%Exceeded)</p> <p>19-20 Math: 14% ELA: 31%</p> <p>Baseline Math: 8% ELA: 25% (Spring 2016)</p>	<p>The CAASPP Assessment was not administered in the 2019-2020 school year, therefore there is no up to date data for the CAASPP EAP.</p>
<p>Metric/Indicator CAASPP Science (CAST)</p> <p>19-20 TBD</p> <p>Baseline New Exam. Pilot Only.</p>	<p>The CAASPP Assessment was not administered in the 2019-2020 school year, therefore there is no up to date data for the CAASPP Science. The most current administration (2018-2019) showed 16.87% of students met or exceeded the standards in science for the ALL student group, 1.97% for ELs, and 14.88% for socioeconomically disadvantaged students.</p>
<p>Metric/Indicator Cohort Graduation Rate</p> <p>19-20 89.5%</p> <p>Baseline 88.9% (Class of 2016)</p>	<p>According to DataQuest, the Four-Year Adjusted Cohort Graduation Rate for 2019-2020 was 89.3% for All Students. For: Hispanic or Latino - 89.5% White 87.0% English Learners - 83.3% Socio Economically Disadvantaged - 88.1%</p>
<p>Metric/Indicator ELPAC (Updated Outcome: Percent at Level 4)</p> <p>19-20 30.5% (Tentative)</p> <p>Baseline New Exam. Baseline TBD.</p>	<p>According to the Dashboard at https://caaspp-elpac.cde.ca.gov/elpac/ , the 2018-2019 ELPAC data was as follows: Level 1 - 20.56% Level 2 - 28.81% Level 3 - 27.97% Level 4 (Well Developed) - 22.65%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Academic Options in Science and Math: Increase the number of sections of academic and support courses with particular focus on 9th grade offerings and high demand courses.</p> <ul style="list-style-type: none"> • Maintain two Science teaching positions added in 2015-16 (including Agriscience) • Maintain 2.2 FTE Math positions in order to provide additional sections and offer math support courses during the regular school day. • Enhance the Algebra/AMAS (support) curriculum through implementation of the Agile Mind Curriculum. 	<p>1000 : \$333,605 3000 : \$84,290 LCFF Supplemental/Concentration \$417,895 4000 : \$48,156 Title I \$48,156</p>	<p>1000 : \$292,022 3000 : \$95,858 LCFF Supplemental/Concentration \$387,880 Title I \$0</p>
<p>Assessments: Continue to create and/or refine CCSS aligned summative and formative assessments designed to measure mastery of the standards and better prepare students for CAASPP testing.</p> <ul style="list-style-type: none"> • Provide time for core content teacher teams to continue to evaluate validity and reliability of CCSS- aligned assessments, revise assessments as needed, generate performance reports, and support colleagues in using data to inform instruction (Curriculum & Assessment Teams -CATs) • Ongoing professional development for teachers in formative and summative assessment practices • Provide materials for new teachers to assist with formative assessment strategy usage 	<p>1000 : \$12,360 3000 : \$2,595 4000 \$1,250 5000 : \$3,900 LCFF Supplemental/Concentration \$20,105</p>	<p>1000 : \$364 3000 : \$78 LCFF Supplemental/Concentration \$442</p>
<p>Tutoring: Provide a variety of tutoring options and opportunities including:</p> <ul style="list-style-type: none"> • After-school tutoring • -In--class tutoring to provide support in selected English, math and music classes. 	<p>1000 : \$5,000 2000 : \$21,000 3000 : \$3,171 LCFF</p>	<p>LCFF Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Cross-age tutoring • AVID Program tutoring (budgeted in Action 5.7) • Virtual tutoring for low-performing students not identified as unduplicated pupils. Offer incentives for students who meet tutoring goals. 	Supplemental/Concentration \$29,171 1000 : \$13,950 3000 : \$2,929 Title I \$16,879 1000 : \$7,200 3000 : \$1,512 4000 : \$1,000 5000 : \$15,000 LPSBG \$24,712	1000 : \$2,226 2000 : \$9,490 3000 : \$1,391 Title I \$13,108 1000 : 3000 : 4000 : 5000 : LPSBG \$0
English Learner Tutoring: Provide additional tutoring services designed to supplement the learning program for EL students and support their development of English and access to the core. <ul style="list-style-type: none"> • After--school tutoring -- Certificated • In-class -AVID-Trained College Tutors 	1000 : \$10,800 2000 : \$31,840 3000 : \$5,484 LCFF Supplemental/Concentration \$48,124	1000 : 3000 : LCFF Supplemental/Concentration \$0
Intervention for Failed Coursework: Provide intervention opportunities for students who have earned D/F grades to use online instruction to make up credits and improve grades in order to meet graduation and/or a-g requirements. (Prioritize services for Low Income, Foster Youth, and ELs) <ul style="list-style-type: none"> • Offer online intervention during the regular school year and summer. (Renew Edgenuity contract) • Provide Adult Ed services for 17 year old seniors needing to make up coursework necessary for graduation 	1000 : \$254,921 2000 : \$3,600 3000 : \$78,002 LCFF Supplemental/Concentration \$336,523 1000 : \$41,360 3000 : \$8,685 5000 : \$120,000 Title I \$170,045 5000 : \$30,000 Adult Education \$30,000	1000 : 3000 : LCFF Supplemental/Concentration \$0 1000 : \$5,554 3000 : \$136 3000 : \$ 1200 Title I \$6,890 5000 : Adult Education \$0
Intervention and Support:	1000 : \$31,280 3000 : \$6,568	LCFF Supplemental/Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Implement the Reteach/Retake/Replace (RRR) strategy in Math after-school/summer in order to allow struggling students opportunities to relearn content and improve grades. Provide Saturday and/or summer intervention instruction in English 9, Biology, Algebra I/II, and Geometry. Provide late bus transportation for students participating in after-school interventions. 	LCFF Supplemental/Concentration \$37,848 2000: \$7,400 3000 : \$2,600 LCFF Base \$10,000 1000 : \$34,080 3000 : \$7,156 Title I \$41,236	2000: 3000 LCFF Base \$0 1000 : \$546 3000 : \$113 Title I \$659
<p>Increased Instructional Time:</p> <p>Maintain the 4% increase in the instructional minutes (2% added in 2014-15 and 2015-16) in order to continue with the advisory/intervention/enrichment period.</p> <ul style="list-style-type: none"> Convene as needed a task force composed of teachers and administrators to evaluate the effectiveness of the advisory and make recommendations for improvement. 	1000 : \$580,000 3000 : \$190,000 LCFF Supplemental/Concentration \$770,000	LCFF Supplemental/Concentration \$0
<p>Guidance and Additional Support Services: Increase accessibility and school--to--home communication; expand the scope of guidance and support services</p> <ul style="list-style-type: none"> Maintain Guidance Support Specialist (GSS) positions Ensure that a Student Success Team (SST) meeting is conducted for every identified Foster Youth student. Maintain an additional psychologist to assist with assessments, SST meetings, and the provision of support to the increasing number of students identified as being in need of specialized support. 	1000 : \$100,029 2000 : \$81,931 3000 : \$76,629 LCFF Supplemental/Concentration \$258,589	1000 : \$89,852 2000 : \$72,596 3000 : \$66,573 LCFF Supplemental/Concentration \$229,022
<p>Counseling Services: Increase accessibility and expand the scope of counseling services</p>	1000 : \$308,383 3000 : \$103,268 4000 \$4,800	1000 : \$8,267 3000 : \$1,775 4000 \$307

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Provide full-time (1.0 FTE) Counselors on Special Assignment at CUHS, SHS and DOHS devoted to intervention, attendance, foster youth, and at-risk/low income students. • Maintain the reduced student to counselor ratio at CUHS by continuation of the additional .5 FTE to the regular counseling staff • Provide needed materials for group counseling sessions • Offer extended counseling hours at the end of each semester to provide expanded opportunities for working parents to meet with counselors. 	LCFF Supplemental/Concentration \$416,451	LCFF Supplemental/Concentration \$10,349
<p>Intervention/Support for At-risk 9th Graders: Provide targeted support for freshmen who demonstrate early signs of being at risk of failure designed to assist them in earning credits necessary for graduation and to reduce the potential for dropping out.</p> <ul style="list-style-type: none"> • Summer Connections: Provide focused summer intervention instruction for students from feeder middle schools who failed to meet 8th grade graduation requirements. • Phoenix Rising High School: Offers a specialized program for reclassified 9th graders and other freshmen who fail to thrive at the comprehensive high schools. 	1000 : \$241,220 2000 : \$27,521 3000 : \$97,427 LCFF Supplemental/Concentration \$366,168 1000 : \$44,700 3000 : \$8,500 4000 : \$1,000 Title I \$54,200	1000 : \$199,522 2000 : \$5,868 3000 : \$61,278 LCFF Supplemental/Concentration \$266,668 1000 : \$44,700 3000 : \$8,500 4000 : \$1,000 Title I \$54,200
<p>Support Services For English Learners: Provide administrative and student/parent support services</p> <ul style="list-style-type: none"> • Maintain Director of Instruction and EL Program position (.5 FTE) • Maintain EL Program Assistant positions (2) • Maintain EL Program Testing Clerk positions (2) 	1000 : \$68,120 2000 : \$82,182 3000 : \$51,532 LCFF Supplemental/Concentration \$201,834 2000 : \$59,800 3000 : \$35,000 Title III \$94,800	1000 : \$61,190 2000 : \$112,545 3000 : \$71,069 LCFF Supplemental/Concentration \$244,804 1000 : \$420 2000 : \$21,998 3000 : \$3,656 Title III \$26,064
<p>Instructional Program Improvement Support: Provide teacher/parent/student support for instructional program</p>	1000 : \$113,151 3000 : \$36,964	1000 : \$102,510 3000 : \$31,191

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>improvement initiatives.</p> <ul style="list-style-type: none"> Maintain Program Improvement Resource Teacher (PIRT) positions at SHS & CUHS Maintain part-time release (Teacher on Special Assignment) position to support intervention and school improvement initiatives at DOHS. 	<p>LCFF Supplemental/Concentration \$150,115</p> <p>1000 : \$97,783 3000 : \$31,537 Title I \$129,320</p>	<p>LCFF Supplemental/Concentration \$133,701</p> <p>1000 : \$97,783 3000 : \$31,537 Title I \$129,320</p>
<p>Data Driven Instruction and Decision- making:</p> <p>Provide schools with support and assistance in maintaining student data systems, analyzing data, and generating reports. Maintain Data Analyst position.</p>	<p>2000 : \$73,396 3000 : \$28,347 LCFF Supplemental/Concentration \$101,743</p>	<p>2000 : \$69,080 3000 : \$17,287 LCFF Supplemental/Concentration \$95,871</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All supplemental and concentration dollars expended were spent on items within the LCAP. Supplemental and concentration dollars were not spent on services and or supplies not included in the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 19-20 and 2020-2021 school year, we were able to maintain the staff itemized in this Goal, and also provide tutoring through many different virtual and online programs, including Edgenuity and FEV. We were also able to provide teacher collaboration and curriculum alignment during the pandemic by using ZOOM and/or Google Meet. We were also able to offer virtual tutoring through FEV, Migrant, EL, and AVID tutors.

Meetings with parents, however, were a little more problematic due to the fact that many parents did not show up for meetings and/or did not have adequate internet access to participate. Many parents of English language learners also returned to Mexico, making it difficult, if not impossible for meetings to occur. Tutoring was offered by all staff at least 1 hour a week during the afternoon, and in

April of 2021 we returned to in-person learning where we averaged 250 students attending at both Southwest High School and Central Union High School. We were also able to offer tutoring through FEV, Migrant, EL, and AVID tutors. In the summer of 2020, we were only able to offer virtual summer school, and were unable to offer any programs to incoming 9th graders due to the pandemic.

Goal 2

Effectively use instructional strategies and resources, including technology, to improve student learning and achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Speak Up Technology Survey (Biennial) Stu Regular Use Rate</p> <p>19-20 Not Assessed</p> <p>Baseline 88%</p>	<p>The Speak Up Technology Survey was not administered due to the COVID pandemic.</p>
<p>Metric/Indicator Staff Professional Development Survey (Impact Score on 1- to 10 Scale)</p> <p>19-20 6.75</p> <p>Baseline 5.98</p>	<p>The staff was asked the following question, "What impacts have this year's professional learning activities had on student learning in your classroom?" and asked to rate the impact on a scale of 1 to 10 with 10 being the most impact. During the 2020 - 2021 school year, the staff rated the impact at 6.7 with District Offered Professional Development rated as 7.2 and outside professional development rated as 6.2.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Technology: Continue to increase student access to instructional technology</p> <ul style="list-style-type: none"> Expand and implement classroom sets of devices (Computers on Wheels or COWs) in selected core academic and elective courses Provide updated innovative teacher and classroom technology for instructional purposes Utilize software and applications to support, manage, and improve student learning Maintain technology supplies and equipment to support classroom instruction (printers, cartridges, projector bulbs, etc.) Continue to facilitate the provision of Internet services to low income students Evaluate and purchase new and emerging technology innovations that show strong promise for enhancing classroom instruction. 	<p>4000 : \$292,100 5000 : \$25,623 LCFF Supplemental/Concentration \$317,723</p>	<p>4000 : \$47,286 5000 : \$577 LCFF Supplemental/Concentration \$47,863</p>
<p>Professional Development: Provide PD for teachers, counselors, and administrators on research-based effective instructional strategies.</p> <p>Workshops and Training Topics:</p> <ul style="list-style-type: none"> Instructional Technology Effective Teaching Strategies Math Instructional Strategies Using Data to Drive/Inform Instruction Advanced Placement/International Baccalaureate Learning Walks/Reflective Instructional Rounds College/Career Readiness & Get Focused/Stay Focused Designated/Integrated English Language Development AVID Lesson Studies (Science) 	<p>1000 : \$26,940 3000 : \$5,657 4000 : \$3,750 5000 : \$18,000 LCFF Supplemental/Concentration \$54,347</p>	<p>LCFF Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Instructional Coaching: Provide ongoing school site professional development, peer coaching, and curriculum development support.</p> <ul style="list-style-type: none"> Maintain three Instructional Coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology. Add a fourth instructional coach position to focus on STEM/Data/CTE 	<p>1000 : \$261,620 3000 : \$87,947 LCFF Supplemental/Concentration \$349,567 1000 : \$90,468 3000 : \$30,000 Title I \$120,468</p>	<p>1000 : \$148,760 3000 : \$48,027 LCFF Supplemental/Concentration \$196,788 1000 : \$76,434 3000 : \$24,796 Title I \$101,230</p>
<p>Library Resources and Services:</p> <ul style="list-style-type: none"> Maintain certificated school librarian positions Purchase current literary material for support for struggling readers Repurpose and modernize the current SHS library facilities and furnishings to create a student center designed to better accommodate learning activities, as well as parent meetings and professional development. Upon completion of improvements, extend hours of operation in order to increase opportunities for utilization of library resources, especially for unduplicated pupils whose access to such resources is more limited. (Unspent funds allocated for this project in the 2018-19 LCAP will be "committed" and are identified as "Base" below) 	<p>1000 : \$124,878 3000 : \$39,427 4000 : \$123,000 6000 : \$590,071 LCFF Supplemental/Concentration \$877,376 6000 : \$802,625 LCFF Base \$802,625</p>	<p>1000 : \$106,884 3000 : \$32,582 4000 : \$42,211 5000 : \$3,083 6000 : \$83,114 LCFF Supplemental/Concentration \$267,874 6000 : \$802,625 LCFF Base \$802,625</p>
<p>Differentiated Instruction for English Learners: Provide specially designed academic instruction (SDAIE) in English and bilingual instruction in designated classes.</p> <ul style="list-style-type: none"> Stipends for EL Program Teachers (SEI & Bilingual classes) Instructional materials, software, and applications (such as Splashtop, Rosetta Stone, Newsela, Edge, ELLevation) Professional development: Focus on Content/ELD standards Summer Algebra program for EL students 	<p>1000 : \$60,920 3000 : \$12,687 4000 : \$25,000 5000 : \$12,505 LCFF Supplemental/Concentration \$111,112</p>	<p>1000 : \$18,308 2000 : \$4 3000 : \$3,109 LCFF Supplemental/Concentration \$21,895</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Instructional Materials. Provide more hands--on classroom resources and materials in designated subject areas.</p> <ul style="list-style-type: none"> Provide instructional materials and equipment designed to enhance the quality of Career Technical Education programs and equip student with the resources that are comparable to what is found in related industries. Maintain and service science lab equipment 	<p>4000 : \$59,000 5000 : \$5,500 LCFF Supplemental/Concentration \$64,500 4000 : \$10,000 CTEIG \$10,000</p>	<p>4000 : \$21,364 5000 : \$2,630 LCFF Supplemental/Concentration \$23,994 4000 : \$10,000 CTEIG \$10,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All supplemental and concentration dollars expended were spent on items within the LCAP. Supplemental and concentration dollars were not spent on services and or supplies not included in the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CUHSD was able to provide devices and internet to all students. Students were issued a Chromebook for Distance Learning and offered Mi-Fis to access the internet. Many software programs including Google Classroom, EduPuzzle, Kami, Pear Deck, etc were purchased for use by the classroom teacher and students. Both Librarians were able to support distance learning as well, by offering online credit recovery courses through Edgenuity. Once in-person learning began in April, teachers were provided a budget of \$500 dollars to purchase additional supplies to assist in in-person learning. Both libraries were repurposed and redesigned to create a student-friendly, coffee shop style library with access to technology and multiple flexible seating options.

The EL Team continued to receive PD and offer services despite the Stay-At-Home Order.

The challenges in implementing the actions/services all arose due to the COVID-19 pandemic. Many things that were in-person were delayed due to the Distance Learning requirement and California Stay-At-Home Order.

Goal 3

Implement the Common Core State Standards (CCSS) across all content areas

State and/or Local Priorities addressed by this goal:

State Priorities: 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)

Local Priorities: # 2 Implement CCSS

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Dashboard Local Indicator (Priority 2) Self-Reflection Tool #1 (Professional Learning)</p> <p>19-20 ELA – Common Core State Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics – CommonCore State Standards for Mathematics: 5 Next Generation Science Standards: 4 History-Social Science: 4</p>	<p>ELA – Common Core State Standards for ELA: 5 ELD (Aligned to ELA Standards): 5 Mathematics – CommonCore State Standards for Mathematics: 5 Next Generation Science Standards: 4 History-Social Science: 4</p>

Expected	Actual
<p>Baseline ELA – Common Core State Standards for ELA: 4</p> <p>ELD (Aligned to ELA Standards): 4</p> <p>Mathematics – Common Core State Standards for Mathematics: 4</p> <p>Next Generation Science Standards: 1</p> <p>History- Social Science: 1</p>	
<p>Metric/Indicator Self-Reflection Tool #3 (Implementing Policies/Programs to Support Staff)</p> <p>19-20 ELA – Common Core State Standards for ELA: 5</p> <p>ELD (Aligned to ELA Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>Next Generation Science Standards: 3</p> <p>History- Social Science: 4</p> <p>Baseline ELA – Common Core State Standards for ELA: 3</p> <p>ELD (Aligned to ELA Standards): 3</p> <p>Mathematics – Common Core State Standards for Mathematics: 3</p>	<p>ELA – Common Core State Standards for ELA: 5</p> <p>ELD (Aligned to ELA Standards): 5</p> <p>Mathematics – Common Core State Standards for Mathematics: 5</p> <p>Next Generation Science Standards: 3</p> <p>History- Social Science: 4</p>

Expected	Actual
Next Generation Science Standards: 2 History- Social Science: 2	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development: Provide targeted high quality PD for teachers to develop effective standards- based instructional practices. Workshops and Training Topics: <ul style="list-style-type: none"> • Literacy (across all content areas) • Next Generation Science Standards & Argumentation • Framework alignment for Social Studies • Common Core English Language Arts • Common Core Math • Mathematical Mindsets (Jo Boaler) • CAASPP Blueprint, question types, DESMOS, etc. 	1000 : \$12,070 3000 : \$2,535 5000 : \$5,500 LCFF Supplemental/Concentration \$20,105	LCFF Supplemental/Concentration \$0
Curriculum Development: Provide time for teachers to continue work on updating course outlines to incorporate CCSS <ul style="list-style-type: none"> • Continue to evaluate and refine CCSS and NGSS aligned curricula. • Provide compensated time during summer or after-school for teacher teams to work on curriculum guides, assessments and instructional units (number of participants and hours to be determined). 	1000 : \$18,300 3000 : \$3,843 LCFF Supplemental/Concentration \$22,143	LCFF Supplemental/Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>EL Program Curriculum Development and Refinement: Align curriculum to new ELD standards, refine support class curriculum and evaluate new materials for purchase as needed.</p> <ul style="list-style-type: none"> • EL materials: Purchase and implement the use of supplemental and core materials to support ELD, SEI, and content- area bilingual courses. • Provide compensated time during summer and/or weekends for EL program teacher teams to work on curriculum guides, assessments and instructional units 	<p>1000 : \$2,000 3000 : \$420 4000 : \$7,500 LCFF Supplemental/Concentration \$9,920</p>	<p>LCFF Supplemental/Concentration \$0</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All supplemental and concentration dollars expended were spent on items within the LCAP. Supplemental and concentration dollars were not spent on services and or supplies not included in the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Stay-At-Home order caused many challenges in implementing the actions and services to achieve this goal, especially in the area of Curriculum Development. Although the Science and Health Teams were able to meet virtually and work on curriculum, it was not the same as being able to meet in person. Professional Development was offered virtually, and the design of the District Wide Minimum Days was changed from Wednesday to Make it Happen Monday. We are still currently working on the courses offered in the EL programs offered and access to other instructional programs for EL students.

Goal 4

Improve communication among all stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities: #4 Communication

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator LEA-wide Parent Survey (New)</p> <p>(Update- Parent rating of the overall quality of their student’s school on a scale of one to ten)</p> <p>19-20 Rating of 8.8</p> <p>Baseline Baseline established in 2017-18. Parent Survey. Overall rating of the quality of their student's school: 8.6</p>	<p>2020-2021 Parent and Family Engagement Survey indicated a rating of 6.7 over all with feedback from parents, School Site Council Members, and site-based teams.</p>
<p>Metric/Indicator LEA-wide Staff Survey (New)</p> <p>(Update – Staff rating of the overall rating timeliness and effectiveness of communication at their school.)</p> <p>19-20 Rating of 7.8</p> <p>Baseline</p>	<p>2020-2021 Parent and Family Engagement Survey indicated a rating of 6.7 over all with feedback from parents, School Site Council Members, and site-based teams.</p>

Expected	Actual
Baseline established in 2017-18. Staff Survey. Overall rating of the timeliness and effectiveness of school-site communication: 8.6	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Communication: Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.</p> <ul style="list-style-type: none"> • Evaluate, refine, and continue campaign to promote open communication among stakeholders. • Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.) • Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP. • Regularly update district and school websites. • Continue implementation of the use of a phone/text notification system (Aeries - Communications) to improve school-to-home communication • Purchase digital signage equipment for better communication of programs and services 	<p>4000 : \$13,900 5000 : \$14,637 LCFF Supplemental/Concentration \$28,537</p>	<p>4000 : \$470 5000 : \$4,017 LCFF Supplemental/Concentration \$4,488</p>
<p>Parent Involvement and Community Engagement:</p> <ul style="list-style-type: none"> • Update and implement parent involvement plans which include strategies to seek parent input in making decisions for the school district or school site for all students including unduplicated students and students with exceptional needs • Conduct meetings for parents and students regarding A--G requirements and college admissions (by grade level) 	<p>1000 : \$4,160 2000 : \$640 3000 : \$1,071 4000 : \$2,150 LCFF Supplemental/Concentration \$8,021</p>	<p>LCFF Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Offer parent meetings and workshops focused on a variety of topics to be determined based upon parent input. Utilize Counseling Center Chromebooks for student/parent presentations, student access in counseling sessions, pre- and post-surveys about services and programs, application completion, etc. 	1000 : \$1,080 3000 : \$335 4000 : \$10,060 Title I \$11,475	1000 : \$1,080 3000 : \$335 4000 : \$10,060 Title I \$11,475
Promote Positive Student Communications: <ul style="list-style-type: none"> Publicly recognize student achievements through on--campus displays, assemblies, incentives, and award celebrations. Provide on--campus informational posters regarding important student topics (e.g. CTE pathways, grad/a-g requirements, etc.) 	4000 : \$41,500 LCFF Supplemental/Concentration \$41,500	4000 : \$12,030 LCFF Supplemental/Concentration \$12,030
Articulation: Continue articulation of services with middle schools & postsecondary institutions <ul style="list-style-type: none"> Conduct meetings with representatives from feeder districts, including administrators, counselors and teachers Participate in regular meetings with IVC. Continue to develop opportunities for articulated credit and dual enrollment. 	1000 : \$1,200 3000 : \$252 LCFF Supplemental/Concentration \$1,452	LCFF Supplemental/Concentration \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All supplemental and concentration dollars expended were spent on items within the LCAP. Supplemental and concentration dollars were not spent on services and or supplies not included in the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In an pandemic year with limited access to parents due to the Stay-At-Home Order, CUHSD was forced to get creative in the way we communicated with stakeholders. Workshops for parents were limited and were all offered virtually which presented a problem for those families with limited or non-existent connectivity. As a District we reached out to parents via the Aeries Communication System, social media, and our District/site webpages. Automated and personal phone calls were also made. Feedback from parents was solicited via surveys and virtual town hall meetings. Sites created video bulletins and commercials that were shared with all students and parents.

Students recognition occurred via videos posted and virtual awards ceremonies. We were, however, able to offer homecoming, student performances, and graduation in person with limited capacity.

Staff communication was also limited by the virtual format; however, we did find more attendance by staff at virtual Board Meetings than at in-person Board Meetings. The Superintendent created update videos that were shared on our website and social media, and other information was shared this way as well. Email became the main source of communication and surveys and questionnaires were administered this way.

Goal 5

Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL students' acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator UC/CSU Required Course Completion</p> <p>19-20 32%</p> <p>Baseline 28.7% (Class of 2016)</p>	<p>Data Quest indicates that the 2019-2020 A-G completion rate was 32%.</p>
<p>Metric/Indicator Advanced Placement Exam Results (Percentage of scores > or = 3)</p> <p>19-20 52%</p> <p>Baseline 49.4% (Spring 2016)</p>	<p>Data Quest indicates that the 2019-2020 AP passing rate of 3 or higher was 76%.</p>
<p>Metric/Indicator</p>	<p>Data Quest indicates that the 2020-2021 student reclassification rate was 8.6%.</p>

Expected	Actual
<p>EL Reclassification Rates</p> <p>19-20 17.6%</p> <p>Baseline 14.6%</p>	
<p>Metric/Indicator EL - CAASPP ELA (% Met/Exceeded Std.)</p> <p>19-20 22%</p> <p>Baseline 16%</p>	<p>Due to COVID-19 and Distance Learning, there was not CAASPP ELA administered in 2019-2020.</p>
<p>Metric/Indicator Attendance Rates</p> <p>19-20 95.7%</p> <p>Baseline 95.33% (2016-17)</p>	
<p>Metric/Indicator Chronic Absenteeism Rate</p> <p>19-20 10.0%</p> <p>Baseline 10.8% (2016-17)</p>	<p>Data Quest indicates that the 2018-2019 Chronic Absenteeism Rate was 10.5%. African American - 10.3% American Indian or Alaska Native - 25.0% Asian - 14.3% Hispanic or Latino - 10.5% White - 11.5% Two or More Races - 7.7%</p>
<p>Metric/Indicator Cohort Dropout Rates</p> <p>19-20 4.1%</p> <p>Baseline</p>	<p>Data Quest indicates that the 2016-2017 one-year dropout rate was 0.9%.</p>

Expected	Actual
<p>4.7% (Class of 2016)</p> <p>Metric/Indicator California Healthy Kids Survey Results</p> <p>(School Connectedness – High/Moderate)</p> <p>19-20 Gr. 9: H-53% M- 42% Gr. 11: H-45% M- 50% (Spring 2019)</p> <p>Baseline Gr. 9: H-49% M- 44% Gr. 11: H-39% M- 49% (Spring 2015)</p>	<p>Gr. 9: H-53% M- 42% Gr. 11: H-45% M- 50% (Spring 2019)</p>
<p>Metric/Indicator Course Access (Master Schedules include all courses necessary to fulfill graduation and a-g requirements)</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Course Access (New/Expanded Options): Continue to evaluate the needs for new academic, support, and CTE offerings.</p> <p>Maintain new courses created in prior years as previously listed. New courses to be added in 2019-20 include the following:</p> <ul style="list-style-type: none"> Accelerated Geometry (SHS) Summative Math (CUHS/SHS/DOHS) IB Art SL (SHS) IB Spanish Initio (SHS) <ul style="list-style-type: none"> - Continue to develop new courses based on the identified needs of students and stakeholder input. 	<p>1000 : \$255,980 3000 : \$86,763 4000 : \$45,000 5000 : \$57,000 LCFF Supplemental/Concentration \$444,743 1000 : \$400,000 3000 : \$132,000 LCFF Base \$532,000</p>	<p>1000 : \$213,368 3000 : \$61,804 4000 : \$24,239 5000 : \$56,928 LCFF Supplemental/Concentration \$358,339 2000 : \$30,904 3000 : \$17,287 LCFF Base \$0 1000 : \$25,144 3000 : \$8,749 CTEIG 33,893</p>
<p>Rigorous Curricular Offerings: Provide broad opportunities for students to participate in AP and/or IB courses</p> <ul style="list-style-type: none"> Fifth year of IB Program implementation at SHS for students in grades 11-12. Continue to evaluate program effectiveness and make modifications as appropriate. Offer one or more summer AP Courses (Migrant) Provide a release period for two Teachers on Special Assignment to coordinate IB Program activities/responsibilities at SHS. <p>AP/IB Testing Fees:</p> <ul style="list-style-type: none"> Provide district financial support to offset the costs of uncovered AP and IB testing fees for low income students. 	<p>1000 : \$329,774 3000 : \$104,459 4000 \$11,000 LCFF Supplemental/Concentration \$445,233 4000 : \$32,000 Title IV \$32,000</p>	<p>1000 : \$227,205 3000 : \$66,360 4000 : \$25,369 LCFF Supplemental/Concentration \$318,934 1000 : \$294 3000 : \$61 Title I \$355 4000 : \$12,083 Lottery \$12,083</p>
<p>Dual Enrollment:</p> <ul style="list-style-type: none"> Under a CCAP Agreement with IVC offer Dual Enrollment courses at both SHS, CUHS and DOHS. Particular focus on students who historically may not have chosen to pursue 	<p>4000 : \$30,000 LCFF Supplemental/Concentration \$30,000</p>	<p>LCFF Supplemental/Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
college level coursework while in high school (such as English learners and Low Income students). <ul style="list-style-type: none"> Offer new or additional courses based on annual program evaluation. 		
Course Access (Base Program): Continue to offer all required courses necessary for graduation, college preparedness, and career readiness (does not include salary/benefits costs budgeted in other plan sections) (Budget modified only)	1000 : \$14,160,000 3000 : \$4,700,000 LCFF Base \$18,860,000	1000 : \$14,160,000 3000 : \$4,700,000 LCFF Base \$18,860,000
Program of Study for Students with Exceptional Needs: Provide specialized coursework and supports for students with special needs - <ul style="list-style-type: none"> Offer designated RSP and SDC classes Provide TIPs classes to support students who are enrolled in mainstream courses Coordinate services with ICOE to ensure provision of specialized instruction for hearing impaired, visually impaired, and severely disabled students Provide needed related services such as speech therapy and counseling - In cooperation with Imperial County Behavioral Health, provide the Adolescent Habilitative Learning Program (AHLP) for students with emotional/behavioral disturbances Provide special education bus transportation Provide specially trained and/or certified instructional, administrative, and support staff * Director of Special Education * School Psychologists (two existing) * Special Education Teachers * Instructional Aides	1000 : \$1,400,000 3000 : \$420,000 4000 : \$15,000 5000 : \$5,000 Special Education \$1,840,000 1000 : \$125,000 2000 : \$500,000 3000 : \$240,000 4000 : \$15,000 IDEA \$880,000 2000 : \$150,000 3000 : \$60,000 4000 : \$15,000 5000 : \$15,000 LCFF Base \$240,000	1000 : \$959,068 3000 : \$287,243 Special Education \$1,2463120 1000 : \$3,824 3000 : \$713 Title I \$4,537 LCFF Base \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Program of Study for English Learners: Provide a program of study for EL students specially designed to address the unique needs of each language proficiency level</p> <ul style="list-style-type: none"> • Offer designated ELD, SEI, primary language, and support classes. • Maintain Accelerated Language and Support (ALAS) classes for Level 3 ELs implemented in 2016--17. • Maintain Supporting Academic Instruction and Language (SAIL) classes for Level 1--2 students who have been in U.S. Schools 3+ yrs implemented in 2017--18. • Continuously evaluate program effectiveness, provide professional development, acquire supplemental resources, revise curriculum, and/or update course offerings for English learners to best meet student needs. 	<p>1000 : \$1,164,192 3000 : \$ 383,110 LCFF Supplemental/Concentration \$1,547,302</p>	<p>1000 : \$1,164,192 3000 : \$ 383,110 LCFF Supplemental/Concentration \$1,547,302</p>
<p>AVID: Offer the AVID Program to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.</p> <ul style="list-style-type: none"> • Include sufficient AVID class sections to meet student needs at CUHS and SHS in the Master Schedule. • Offer an AVID program at DOHS. • Support costs of AVID membership • Provide ongoing AVID Professional Development (See Goal 2) <p>English Learner AVID:-</p> <ul style="list-style-type: none"> • Implement an EL AVID program for EL level 1-2 students at SHS • AVID Professional Development (See Goal 2) 	<p>1000 : \$455,404 3000 : \$148,445 5000 : \$19,676 LCFF Supplemental/Concentration \$623,525</p> <p>1000 : \$40,800 2000 : \$40,000 3000 : \$15,000 5000 : \$10,000 Title I \$105,800</p>	<p>1000 : \$387,884 3000 : \$118,871 5000 : \$18,037 LCFF Supplemental/Concentration \$521,791</p> <p>Title I</p>
<p>College & Career Readiness: Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills beginning in 9th grade. - Offer the Success 101 course (Get</p>	<p>5000 : \$800 LCFF Supplemental/Concentration \$800</p>	<p>5000 : \$925 LCFF Supplemental/Concentration \$925</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Focused) at grade 9</p> <ul style="list-style-type: none"> Implement with fidelity the Stay Focused curriculum during advisory period for Grades 10--12 Provide Career Choices Instructional Materials - Provide time for curriculum planning Offer opportunities for staff to participate in GFSF professional development Offer field trip opportunities to IVC & SDSU-IV for grade 9/10 students 	<p>4000 : \$9,000 Lottery \$9,000</p>	<p>1000: : \$24,900 3000 : \$5,160 Title I \$30,060</p>
<p>Promote Attendance and Monitor Absences:</p> <ul style="list-style-type: none"> Maintain Community Liaison positions to monitor student absences, make parent contacts, conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselors on Special Assignment Utilize the tardy monitoring system included in the Aeries-Communication system (See Goal 4) Conduct an Attendance Campaign Provide Student Incentives for good/improved attendance 	<p>2000 : \$76,547 3000 : \$43,012 4000 : \$14,000 5000 : \$28,000 LCFF Supplemental/Concentration \$161,559</p>	<p>2000 : \$69,028 3000 : \$38,739 5000 : \$450 LCFF Supplemental/Concentration \$108,216</p>
<p>Provide Transportation Routes to High Need Areas: Maintain increased bus services in order to improve attendance by students residing in designated district areas of attendance currently not served</p> <ul style="list-style-type: none"> Maintain the additional bus driving positions (added in 2016--17 and 2017--18) in order to accommodate added routes. Purchase a bus to replace a 32 year old vehicle that lacks seat belts and appropriate safety features. 	<p>2000 : \$79,950 3000 : \$36,982 6000 : \$200,000 LCFF Supplemental/Concentration \$316,932</p>	<p>2000 : \$79,950 3000 : \$36,982 6000 : \$200,000 LCFF Supplemental/Concentration \$316,932</p>
<p>Targeted Foster Youth and Homeless Student Services:</p> <ul style="list-style-type: none"> Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students. 	<p>5000 : \$5,000 LCFF Supplemental/Concentration \$5,000</p>	<p>4000 : \$900 5000 : \$4,100 LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Offer supplemental counseling services provided by Counselors on Special Assignment (COSAs) designed to specifically address the unique needs of Foster Youth. (Budgeted in Action 1.9) • Provide opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and post-secondary campus tours (such as IVC, SDSU, etc.) • Provide targeted Homeless student and family services provided by the district's Homeless Education Liaison 		Supplemental/Concentration \$5,000
<p>Pregnant & Parenting Teens:</p> <ul style="list-style-type: none"> • Provide specially designed instruction and support for pregnant and parenting teens. • Provide an infant and toddler care program for children of parenting teens. • Maintain Coordinator, teachers, and clerical support positions 	1000 : \$145,220 2000 : \$149,505 3000 : \$126,334 4000 : \$3,250 LCFF Supplemental/Concentration \$424,309	1000 : \$106,725 2000 : \$59,381 3000 : \$58,753 4000 : \$3,250 LCFF Supplemental/Concentration \$228,109
<p>Supplemental Health Services For Low Income Pupils</p> <ul style="list-style-type: none"> • Supplement operational costs of the Family Resource Center • Employ a support staff person to provide clerical assistance for the FRC and Special Education Department (6 hr Classified) • Maintain School Nurse position • Provide health related services (e.g. eye glasses) • Provide needed Medical Supplies (e.g. Epi Pens, bandages, antiseptic, etc.) • Purchase hygiene kits for students 	1000 : \$87,545 2000 : \$21,775 3000 : \$43,360 4000 : \$16,000 5000 : \$7,000 LCFF Supplemental/Concentration \$175,680	1000 : \$82,442 2000 : \$22,721 3000 : \$42,055 4000 : \$1,408 5000 : \$0 LCFF Supplemental/Concentration \$148,626

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

The lack of in-person connections with peers and staff diminished the connectedness for students. Being unable to meet with them personally and even see them on camera left many staff members feeling frustrated because they could not interact with them. Staff continue to reach out to students and follow up on attendance and truancy. We reached out to offer support and continued to offer SSTs and SARTS virtually. Students were rewarded for honor roll and attendance through virtual celebrations. In April of 2021 we were able to reopen and begin the process of reconnecting students to school and to their peers. Many students mentioned feeling isolated when they were at home and were glad to return to campus. About 10-15% of students returned to campus when the schools physically reopened.

Goal 6

Basic Services

- Actively recruit, hire and retain highly qualified teachers.
- Provide standards aligned instructional materials for all students.
- Provide a safe and effective learning environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Dashboard Local Indicator (Priority 1) Number of Teacher missassignments or vacancies</p> <p>19-20 0</p> <p>Baseline 0</p> <p>(From 2015-16 SARCs)</p>	<p>0 missassignments or vacancies</p>
<p>Metric/Indicator Number of Students without access to standards-aligned instructional materials</p> <p>19-20 0</p> <p>Baseline</p>	<p>0 students without access to standards-aligned instructional materials</p>

Expected	Actual
<p>0</p> <p>(From 2015-16 SARCs)</p>	
<p>Metric/Indicator Number of instances of facilities not meeting “good repair” standard (FIT Results)</p> <p>19-20 55</p> <p>Baseline 7</p>	<p>74 instances of facilities not meeting “good repair” standard (FIT Results), with the majority being at Southwest High School</p>
<p>Metric/Indicator CHKS: % Perceived Safety at School (Very Safe or Safe)</p> <p>19-20 Gr. 9 – 67%; Gr. 11 – 64% (Spring 2017 Data)</p> <p>Baseline Gr. 9 – 62%; Gr. 11 – 60% (Spring 2015 Data)</p>	<p>CHKS: % Perceived Safety at School (Very Safe or Safe)Gr. 9 – 69%; Gr. 11 – 58% (Spring 2019 Data)</p>
<p>Metric/Indicator Suspension Rate (CA Dashboard Data)</p> <p>19-20 3.4% (2017-18)</p> <p>Baseline 3.7% (2014-15)</p>	<p>According to the 2019-2020 Data Quest information the suspension rate was 3.4%.</p>

Expected	Actual
<p>Metric/Indicator Expulsion Rate</p> <p>19-20 0%</p> <p>Baseline 0% (=4 expulsions per year)</p>	<p>According to the 2019-2020 Data Quest information the expulsion rate was 0%.</p>
<p>Metric/Indicator Cohort Dropout Rate</p> <p>19-20 4.3% (Class of 2019)</p> <p>Baseline 4.7% (Class of 2016)</p>	<p>4.3% (Class of 2019)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Qualified Teachers:</p> <ul style="list-style-type: none"> • Strive to fill all new openings with fully credentialed teachers. • Provide support to teachers who are not fully certified in their subject areas. • Employ advertising and recruiting practices that attract highly qualified applicants. • Provide Induction Training and Support for new teachers 	<p>5000 : \$55,000 LCFF Supplemental/Concentration \$55,000</p> <p>1000 : \$17,000 3000 : \$3,800 Title II \$20,800</p>	<p>5000 : \$17,000 LCFF Supplemental/Concentration \$17,000</p> <p>1000 : \$17,000 3000 : \$3,800 Title II \$20,800</p>
<p>Standards Aligned Materials: Provide standards aligned textbooks and materials (including digital formats) for all students</p>	<p>4000 : \$260,035 LCFF Supplemental/Concentration \$260,035</p> <p>4000 : \$176,000 Lottery \$176,000</p>	<p>4000 : \$260,035 LCFF Supplemental/Concentration \$260,035</p> <p>4000 : \$176,000 Lottery \$176,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Ensure there are sufficient adopted instructional materials in all curricular areas. Purchase materials as needed based on student enrollment Evaluate and adopt NGSS aligned Science materials with particular focus on materials that include specially designed formatting and ancillary supports that address the needs of high risk students, including English learners and socio-economically disadvantaged students, whose limited access to high quality materials and standards-based content results in adverse impacts to their learning opportunities. <p>(Because most publishers had not completed their science programs in 2018-19, the textbook evaluation team members recommended this action be carried over to 2019-20. LCFF funds budgeted for this purpose in the prior year were "committed" in the budget and are identified as "Base" below.)</p> <ul style="list-style-type: none"> Evaluate and adopt materials for non--core academic content areas (as needed and as funding allows.) 	4000 : \$372,767 LCFF Base \$372,767	4000 : \$372,767 LCFF Base \$372,767
<p>Facilities: Regularly update and maintain a multi-year plan for facility maintenance and improvement.</p> <ul style="list-style-type: none"> Conduct an annual evaluation of campuses to identify and address areas of need and establish priorities. Complete construction of CUHS STEM building Complete annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance, and roofing projects. Modernize the Building and Construction program facilities at CUHS in order to establish a learning environment that meets safety standards and more closely mirrors what is found in the construction industry. Upgrade equipment to commercial grade. (Contingent on funding availability.) 	5000 : \$15,000 6000 : \$300,000 Fund 140 \$315,000 6000 : \$10,000,000 Bond \$10,000,000 4000 : \$25,000 5000 : \$25,000 6000 : \$150,000 CTEIG \$200,000	5000 : \$15,000 6000 : \$300,000 Fund 140 \$315,000 6000 : \$10,000,000 Bond \$10,000,000 4000 : \$25,000 5000 : \$25,000 6000 : \$150,000 CTEIG \$200,000
<p>Equitable Facilities:</p>	4000 : \$5,000 LCFF Supplemental/Concentration \$5,000	4000 : \$1,012 LCFF Supplemental/Concentration \$1,012

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Continue with enhancements to the DOHS parent/student center. Maintain food preparation facility and indoor and outdoor seating for DOHS/PRHS. Continue to address other specialized needs in areas of disparity on the DOHS campus. 		
<p>Campus Safety: Maintain safe campuses through provision of security guards, School Resource Officers, Student Services office (admin and staff), and schoolwide discipline policies and practices.</p> <ul style="list-style-type: none"> Conduct annual security guard training at the beginning of each school year that meets SB 1626 and Education Code 38001.5 requirements. Update the Threat Assessment at all school sites and assess critical information and continue to reduce the level of campus risks and increase campus safety and security. Maintain 8.0 FTE Security Guards Continue the SRO contract with the EL Centro PD Maintain the Catapult Emergency Management System in order to enhance communication with all staff during emergency situations Continue with implementation of the Positive Behavior and Intervention Support Program (PBIS) as a proactive approach to reducing disciplinary actions and establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Provide ongoing professional development and planning time for PBIS team members. 	<p>2000 : \$320,975 3000 : \$142,466 4000 : \$7,900 5000 : \$102,000 LCFF Supplemental/Concentration \$573,341</p> <p>1000 : \$230,000 3000 : \$60,000 LCFF Base \$290,000</p> <p>1000 : \$700 3000 : \$160 5000 : \$10,000 LCSSP \$10,860</p>	<p>2000 : \$245,634 3000 : \$111,374 4000 : \$0 5000 : \$5,929 LCFF Supplemental/Concentration 362,937</p> <p>1000 : \$230,000 3000 : \$60,000 LCFF Base \$290,000</p> <p>1000 : \$700 3000 : \$160 5000 : \$10,000 LCSSP \$10,860</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All supplemental and concentration dollars expended were spent on items within the LCAP. Supplemental and concentration dollars were not spent on services and or supplies not included in the LCAP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal was perhaps the biggest success of CUHSD. We were able to offer a safe and clean learning environment when students and staff returned to in-person instruction. All sites were provided sanitation stations, water bottles for students, hands free fountains and sinks, PPE, temperature check stations, caddies of supplies for classrooms, plexiglass dividers for students and staff, gloves, masks, air filtration systems, and equipment for disinfection and sanitation.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPO Supplies: COVID-19 related supplies and materials: Hand sanitizers, dispensers, disinfectant supplies and dispensers/applicators, wipes, face masks, face shields, gowns, gloves, etc.	\$250,000	\$194,644	Yes
Plexiglass partitions: For all site offices and departments including additional barriers to assist and enhance social distancing.	\$50,000	\$231,084	Yes
Signage: Precautionary signage to direct traffic flow, minimize interaction between families and notify the community of the precautionary measures (i.e. masks, etc) required to come onto school campuses.	\$35,000	\$42,736	Yes
Staff Reorganization: In order to address the impact of COVID-19, various certificated staff and departments have been recoded to the Federal CARES Act funding based on the necessity of adapting and adjusting student support services. Various school site staff will be temporarily reassigned to other school site duties in order to provide student instructional support and assistance.	\$4,633,345	\$1,785,832	Yes
Devices and Connectivity: WiFi Access on Buses: WiFi equipment for all buses to provide internet access for all students who are transported. Current use of bus WiFi is to provide Point of Sale access for our Cafeteria Meal Delivery staff to	\$50,000	\$326,350	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
account for meals delivered to outlying areas within the Central Union High School District boundary (Seeley, Heber, outskirts of El Centro).			
In-Person Learning Supplies - Each teacher who offered in-person learning was provided a budget of \$500 to purchase materials and supplies they felt would increase learning and connectedness during In-Person Learning sessions.		\$28,227	Yes
Testing - Surveillance Testing was conducted on staff prior to the return to In-Person Learning		\$20,798	

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The in-person instructional offerings outlined in the Learning Continuity and Attendance Plan were a different model from what was officially offered in April 2021. The Learning Continuity and Attendance Plan outlined a hybrid model where students would both asynchronously and synchronously engage in a 6 period day. It was planned to begin with 25% of students attending one day of the week Tuesday through Friday, with the entire student body working asynchronously on Monday then transitioning to 50% attending two days per week. The third and final phase was full in-person learning for all. During the 2020-2021 school year, CUHSD and Imperial County did not reach the full in-person learning phase. The plan was for students at home to use Google classroom to participate synchronously with those attending in-person.

The in-person learning plan adopted in 2020-2021 was more supportive than actual direct instruction. Students attended all 6 classes virtually in the morning, and had the option to attend support or tutoring classes in the afternoon from 1:45 to 3:45. Each day, Tuesday to Friday, was targeted at two different subject areas to allow students to receive assistance in all classes. We offered two 3-week cycles, with the final two weeks being tutoring for finals. Week one offered support in electives and science. Week 2 offered support in mathematics and English. Week 3 offered support in social science and PE. Other subjects were offered as well during this time based on the teachers offering support and reaching out to their students. Students were not turned away even if their teacher did not offer support during the week. Teachers offered in-person learning support volitionally, while others continued to offer their tutoring virtually. It was not mandatory for students to attend; however an average of 250 students attended each day at both comprehensive high school campuses.

The cohort size was limited to 15 per class and overflow study hall sections were available when the class size exceeded 15. Students were provided masks and gloves when necessary and safety protocols were enforced. All students who entered the gates

were screened and their temperatures were taken by a sanitizing station. Buses were limited to 28 passengers, and students were screened upon entering the bus. Students were provided a snack during the sessions and all restrooms were limited capacity.

Cleaning and Disinfecting: Staff completed the Integrated Germ Management course and all staff and common areas were provided a caddy that contained wipes, hand sanitizer, gloves, masks, and a face shield. Tri-fold partitions were available for use in classrooms, and each teacher was provided a rolling plexiglass barrier.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Implementing In-Person Learning began in March of 2021. CUHSD staff surveyed students and families to find out the percentage of students who would consider a return to in-person learning. About 40% of those surveyed stated they would consider a return. CUHSD met with a focus group of administrators and teachers to determine the best way to return to in-person learning and decided the focus grade would be 9th grade since freshmen had not had any opportunity to return to campus, and since most seniors had stated they did not want to return to in-person learning. The challenge became determining the best schedule to offer equitable access to all students. Since not all teachers were returning to in-person learning, it was decided to offer a tutoring schedule similar to what was being offered during distance learning.

Students were afforded the opportunity to attend in-person learning Tuesday - Friday from 1:45 to 3:45. Although this was not optimal, it was decided that disrupting the morning distance learning schedule and trying to offer a hybrid model was not in the best interest of the students. The model chosen was a 3 week cycle with 2 main content areas offered each week, with the ability for other content areas to offer targeted assistance as well. Over all about 250 students per comprehensive campus attend in-person learning daily.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks and MiFi's provided to all students who need technology to access distance learning at home.	\$220,000	\$2,277,837	Yes
Instructional Programs and Resources: Applications to support learning including online curriculum and instructional applications and digital tools (such as Padlet, PearDeck, Ed Puzzle Google Enterprise, etc.).	\$100,000	\$231,433	Yes
Additional Technology to Support Distance Learning: video cameras, headsets/microphones, writing tablets, and Chromebooks for teachers.	\$40,000	\$68,457	Yes
Technology Department: Maintain staff and restructure responsibilities to shift to support of technology in distance learning including device distribution, equipment maintenance in a new setting, procurement, and technical support.	\$420,000	\$34,534	Yes
English Language Learner Department: Maintain staffing and supports that specifically address English Learner needs including ensuring ongoing provision of designated/integrated ELD, language assessments, appropriate content instruction, EL tutoring, and professional development for EL program staff.	\$240,000	\$0	Yes
Assistive technology for Students with Disabilities: to access distance learning instruction from home	\$5,000	\$0	Yes
Instructional Support Team: Maintain existing staffing and supports to facilitate effective delivery of research-based,	\$430,000	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective synchronous and asynchronous teaching strategies, effective use of online tools/resources, integration of SEL practices, and use of Aeries features.			
Counseling Services: Maintain staffing and supports to provide core and targeted SEL counseling services to students. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes.	\$1,100,000	\$884,149	Yes
Specialized Counseling Services: Maintain Counselors on Special Assignment to provide supplemental counseling services designed to support the most at-risk students, including Foster Youth, Homeless students, chronically absent students, and students who are significantly behind in credits.	\$350,000	\$0	Yes
Collaboration and Professional Planning/Learning Time: Expand time for teachers to collaborate weekly with peers, coaches, and administration on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID	\$768,000	\$0	Yes
Psychologists, Special Education Teachers, and Instructional Assistants: Continue providing appropriate staffing and adapt delivery of services and supports to distance learning context for students with disabilities.	\$3,500,000	\$0	

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Homeless and Foster Youth Services: Maintain existing staffing and supports specific to Homeless and Foster Youth. Maintain efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$9,000	\$7,058	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Although funds are not reported as expended, the actions listed in the plan did occur but were not funded with funds allocated by the state for Distance Learning. The distance learning program was taught in the morning with a full 7 period day for 240 minutes. This was a change from the beginning of the year when the student virtual day mirrored the in-person day. Based on feedback from staff and students it was determined that the length of the day was overwhelming when conducted virtually. The schedule was then changed to a minimum day with daily support and office hours in the afternoon.

There was not a request for assistive technology other than the Chromebooks provided to all students. The instructional support team met and offered training to all staff virtually and the EL department continued to support students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The biggest challenge in implementing Distance Learning was keeping students engaged. Students did not want to turn on their cameras and many students did not log in at all. We found it difficult to support students during Distance Learning in the same manner and intensity of in-person learning. Staff had to become creative in how to engage students and had to acquire an entirely different set of skills and strategies. All training for staff focused on technology, software and programs, and engaging students in a virtual environment. The IT department worked tirelessly to maintain the supply of Chromebooks, MiFis, and other technological devices.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Credit Recovery: provide credit-recovery options throughout the school year and in summer	\$200,000	0	
Tutoring: provide tutors during class time to facilitate small groups and provide one-to-one supplemental assistance	\$75,000	\$2,143	Yes
After-school and Saturday Instruction: additional instructional time on targeted standards and skills provided by certificated staff	\$20,000	0	
Online Programs & Applications: utilize digital tools that supplement the learning and provide effective methods for formative and summative assessments	\$40,000	0	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Credit Recovery was offered throughout the school year using Edgenuity, a program that CUHSD used prior to the pandemic. Tutoring was offered through FEV and the Low Performing Student Block Grant, as well as through AVID, Migrant, and EL. All tutoring took place virtually. The online programs and applications are found in the budget for Distance Learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessing Pupil Learning Loss is difficult in a virtual environment. After being online for classes, students are not desiring to engage in online tutoring. Assessment became difficult as it was hard to determine the amount of support and/or coaching students were receiving when taking assessments at home.

A virtual summer school was held in the summer of 2020 to assist students in credit recovery and students were assessed in a variety of ways during the 2020-2021 school year. All state and federally mandated assessments were given; however, the 95% participation rate was not achieved.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

A district committee composed of CUHSD staff, students, parents and community resources was established and began meeting in mid-August. Site teams also met bi weekly to discuss current practices / resources for students, areas of improvement and new ideas to implement. Southwest High School and Central Union High School created student-led organizations that addressed mental health and social emotional well being for students and staff. SOAR, a program at Southwest High School, partnered with Imperial County Office of Education during Mental Health Awareness month and provide videos and tips to students that were shown during the video announcements. Referrals for services continued and SST met to assist students.

Some goals to continue this work are to adopt a District-wide SEL program and to offer Youth Mental Health First Aid training to staff.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and Family Engagement and Outreach was crucial during the Pandemic. Without being able to meet with parents in person, it was imperative that we engaged them in as many other ways as possible. We continued to utilize personnel to reach out and support families of students who were chronically absent and/or truant. We offered services for families through Migrant, Special Education, and our Foster Youth Liaison. We offered information meetings virtually and provided information on our website and social media.

We utilized the Aeries communication system to send out surveys, messages, and letters to parents. All communication was delivered in languages that parents could understand. Translators were used in meetings as well.

Counseling services, SART, SST, and SARB all continued as way to support and provide resources to parents and families.

The biggest challenge was reaching parents. Many parents did not attend scheduled meetings, were unavailable by phone and or virtually, or returned to Mexico during the pandemic.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CUHSD offered a robust program of meals for students and families during the 2020-2021 school year. Families were offered both breakfast and lunch for anyone 18 and under. We had community based distribution sites and offered home delivery to families in

need. During in-person instruction the meal service continues with limited off site centers and deliveries. Students in in-person learning sessions are offered a daily snack.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional supplies and services needed to provide meals during school closures and for when the District safely moves into a Hybrid/In-person instruction model.	\$150,000	\$1,614,413	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The cost of the school nutrition program far exceeded the budgeted amount. With the addition of off-campus sites and deliveries to needy families, staff was reassigned and equipment was needed to keep the meals fresh and safe. Bus drivers assisted food services staff in delivering and setting up meal service areas.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing distance learning and in-person learning were sometimes harsh to realize. Most students were not successful in the distance learning model and the District saw a rise in failing classes and non-engagement of students. The District also saw a rise in students feeling despondent and disconnected. Also, staff experienced issues with burn out, disconnect, and overall issues social/emotional health.

These lessons created a need for focus on credit recovery, specialized programs, a school wide SEL program, and more assistance with attendance and truancy. The District believes that technology as a learning tool is key to success for students and will be implementing 1:1 device distribution for all students. We will be training teachers in the use of technology as a learning tool and a tool for social emotional learning as well. We will also be focusing on the social emotional health of staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Specialized programs for at-promise students will be created and assessed to meet the needs of students who are credit deficient in grades 9 and 10. The District is partnering with ARC to provide tutoring and engagement activities afterschool to support re-engagement with school to promote academic success.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The biggest difference is that some actions and services were funded differently than planned and, although it looks as if they were not implemented because funding was not expended, they were implemented to support students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Analysis of the 2019-2020 LCAP reveal that most actions and services not implemented were heavily impacted by the pandemic and Stay-At-Home Order. CUHSD found it difficult to support students and communicate with staff using traditional methods. We were forced to become creative. CUHSD realized that some of these creative options need to remain in place such as the use of technology as a learning tool and offering virtual meetings for parents and staff that can not attend in person. CUHSD also learned that there is a huge need to focus on students' well being as a way to increase academic progress. Targeted groups of students will receive specialized programs and services that meet their specific needs as post-pandemic students.

The lessons learned from implementing distance learning and in-person learning were sometimes harsh to realize. Most students were not successful in the distance learning model and the District saw a rise in failing classes and non-engagement of students. The District also saw a rise in students feeling despondent and disconnected. Also, staff experienced issues with burn out, disconnect, and overall issues social/emotional health.

These lessons created a need for focus on credit recovery, specialized programs, a school wide SEL program, and more assistance with attendance and truancy. The District believes that technology as a learning tool is key to success for students and will be implementing 1:1 device distribution for all students. We will be training teachers in the use of technology as a learning tool and a tool for social emotional learning as well. We will also be focusing on the social emotional health of staff.

Specialized programs for at-risk students will be created and assessed to meet the needs of students who are credit deficient in grades 9 and 10. The District is partnering with ARC to provide tutoring and engagement activities afterschool to support re-engagement with school to promote academic success.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	45,577,471.00	50,083,873.00
Adult Education	30,000.00	0.00
Bond	10,000,000.00	10,000,000.00
CTEIG	210,000.00	243,893.00
Fund 140	315,000.00	315,000.00
IDEA	880,000.00	0.00
LCFF Base	21,107,392.00	20,325,392.00
LCFF Supplemental/Concentration	10,129,328.00	6,138,827.00
LCSSP	10,860.00	10,860.00
Lottery	185,000.00	188,083.00
LPSBG	24,712.00	0.00
Special Education	1,840,000.00	12,463,120.00
Title I	697,579.00	351,834.00
Title II	20,800.00	20,800.00
Title III	94,800.00	26,064.00
Title IV	32,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	45,577,471.00	50,083,873.00
	45,577,471.00	50,083,873.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	45,577,471.00	50,083,873.00
	Adult Education	30,000.00	0.00
	Bond	10,000,000.00	10,000,000.00
	CTEIG	210,000.00	243,893.00
	Fund 140	315,000.00	315,000.00
	IDEA	880,000.00	0.00
	LCFF Base	21,107,392.00	20,325,392.00
	LCFF Supplemental/Concentration	10,129,328.00	6,138,827.00
	LCSSP	10,860.00	10,860.00
	Lottery	185,000.00	188,083.00
	LPSBG	24,712.00	0.00
	Special Education	1,840,000.00	12,463,120.00
	Title I	697,579.00	351,834.00
	Title II	20,800.00	20,800.00
	Title III	94,800.00	26,064.00
	Title IV	32,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,773,914.00	1,598,978.00
Goal 2	2,707,718.00	1,472,269.00
Goal 3	52,168.00	0.00
Goal 4	90,985.00	27,993.00
Goal 5	26,673,883.00	34,958,222.00
Goal 6	12,278,803.00	12,026,411.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,018,345.00	\$2,629,671.00
Distance Learning Program	\$7,182,000.00	\$3,503,467
Pupil Learning Loss	\$335,000.00	\$2,142
Additional Actions and Plan Requirements	\$150,000.00	\$1,614,413
All Expenditures in Learning Continuity and Attendance Plan	\$12,685,345.00	\$7,749,693

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,018,345.00	\$2,580,646.00
Distance Learning Program	\$7,182,000	\$3,503,467
Pupil Learning Loss	\$335,000.00	\$2,142
Additional Actions and Plan Requirements	\$150,000.00	\$1,614,413
All Expenditures in Learning Continuity and Attendance Plan	\$12,685,345	\$7,749,693

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Union High School District	Rauna Fox Assistant Superintendent	rfox@mycuhsd.org 7603364530

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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

The district serves approximately 4,200 students in grades 9 through 12 in two large traditional high schools, one continuation high schools, and one alternative school of choice. The 2021-2022 school year will also see the inclusion of a new virtual independent study school of choice and a school-within-a-school that will serve credit deficient 9th and 10th graders on the campus of Central Union High School. The district also offers a growing adult education program that serves over 1,300 adults in the community.

Students identified as English learners (EL) comprise 28.09% of the student population, the vast majority of whom speak Spanish in the home. The percentage of students who are Low Income is 75.1%, and our LCFF Unduplicated count is 76.9%. There are 42 students identified as Foster Youth. Ethnically, 95.3% of students are Hispanic, 2.9% are White, .6% are Asian, .6% are African American, and .6% are of other ethnic backgrounds including American Indian, Filipino, Pacific Islander, and those claiming two or more races.

Based on these demographics, the vast majority of CUHSD's LCAP expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design (described in the following paragraph) and corroborated by scholarly research, a "schoolwide" approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language

barriers, and/or migratory lifestyle. While districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Many students who are not included in an unduplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

Imperial County was one of the hardest hit by the COVID Pandemic. On March 17, 2019 all schools in Imperial County moved to the Distance Learning model of instruction and remained there for over one full calendar year. CUHSD did not return to any form of in-person instruction, other than small learning pods, until April 12, 2021. This long period under a local and regional stay-at-home order caused many students and families to become disengaged, and created a situation where many students were unable to achieve academic and social/emotional success. Post pandemic planning requires a concerted effort and focus on reengaging students, providing support to families, and creating a blended environment for students and staff where the use of technology become a learning tool and a regular part of the experience for all students in CUHSD.

Reflections: Successes

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

The 2019-2020 and 202-2021 school year gave us time to reflect and focus on the needs of the students, parents, and staff of the Central Union High School District. The biggest message heard was that students and parents in CUHSD needed to options. Stakeholder input indicated that students and parents were split on a return to in-person learning. CUHSD was able to offer parents an students options towards the end of the 2020-2021 school year. Students were able to attend in-person learning sessions in the afternoon for support in all academic areas. Students who were English Learners, foster youth, or low income were targeted for support and 9th graders, who had no exposure to life on the high school campus, were also given priority. A system that provided equity and access to all students was created and yielded increase in students passing courses and feeling engaged in school as evidenced by feedback from staff, students, and parents.

CUHSD is proud of the fact that even under stressful conditions the Four-Year Adjusted Cohort Graduation Rate for students maintained at 89.3% District-wide. Also CUHSD has growth in both ELA and Mathematics, growing one color band for each content area.

Our stakeholder input for the 2020-2021 school year indicated many areas of success which will continue and shape this year's LCAP. When asked about Student Engagement, specifically attendance, stakeholders indicated that during the stay-at-home order CUHSD's area of success was in communicating with parents when students were not in attendance at school, either by attendance staff or teachers. Students also felt better connected with teachers during Google Meets and Zoom and felt their teachers were listening to them and providing emotional support when necessary. This was also true for Pupil Achievement. Even though students were struggling, parents and students felt that teachers and staff provided materials and supplies needed, and also the daily contact from teachers was something parents appreciated. Also, parents appreciated the creative ways in which CUHSD engaged them. They were appreciative of being asked their input via surveys, phone calls, virtual advisory team meetings, and other types of parent meetings.

GOAL 1 – Achievement. Increase achievement for all students, narrow the gap between high and low performing student subgroups, and increase the graduation rate.

- a. Graduation Rate was maintained during the pandemic. Current graduation rate according to DataQuest for the 19-20 school year is 89.3%
- b. CAASPP Results from 18-19 indicated a color span growth from yellow to green. The scale score for CUHSD is 21.8 points above standard showing a 8 point increase from 2017-2018.
- c. CAASPP Results from 18-19 indicated a color span growth from orange to yellow. The scale score for CUHSD is 81.5 points below standard showing a 10.4 point increase from 2017-2018.
- d. College and Career Readiness Indicator for 2018-2019 indicated that 43% of students who graduated were prepared for college with a performance level of Green. This is a 5% increase from the 2017-2018 school year.
- e. During the 2019-2020 school year, 219 students took the SAT and 87 (39.7%) of those students met both the math and ERW benchmark despite being on Distance Learning for a portion of the year.
- f. During the 2019-2020 school year, 634 students took an Advanced Placement test and 484 (76.3%) of those students met both the math and ERW benchmark despite being on Distance Learning for a portion of the year.

GOAL 2 – Strategies and Resources. Effectively use instructional strategies and resources, including technology, to improve student learning and achievement.

- a. The District provided Chromebooks to students to be successful in Distance Learning. Over 2,000 Chromebooks were distributed to support Distance Learning.
- b. The District provided Mi-Fis to students who had limited or no access to internet.
- c. The Instructional Support team provided professional development and coaching to all staff to increase their knowledge and comfort level with the use of technology as a mode of instruction.
- d. Virtual tutoring was offered to students in many areas including Migrant, EL, and AVID. Other low income and low performing students were offered virtual tutoring and support daily by teachers and other after school programs.

GOAL 3 – State Standards. Implement the Common Core State Standards (CCSS) across all content areas.

GOAL 4 – Communication. Improve communication among all stakeholders.

GOAL 5 – Programs and Student Engagement. Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL students' acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

GOAL 6 – Basic Services and Safety

Reflections: Identified Need

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

CUHSD's overall performance was in the "Orange" for one indicator, Mathematics. In response, the district has taken several steps to address achievement in this area. A new Summative Math course designed for 11th grade students was developed and implemented in fall

2019. In addition, Southwest and Central implemented an intensive two-hour Algebra I program that utilizes the highly acclaimed Agile Mind program. Furthermore, the 2019-20 CUHSD LCAP reflected ongoing investments in math supports, including math teaching positions added in fall 2017 to allow for expansion of math intervention options; tutoring; instructional coaching; and professional development.

Another metric related to mathematics that is of concern is the district's percentage of students who meet UC/CSU course requirements. Dropping from 33.6% in 2017 to 31.9% in 2018, the rate is well below the state rate of 49.9%. An analysis of course data shows that the primary barrier is successful completion of three years of mathematics. This is due largely to the high failure rates in Algebra I and Geometry. In response the Board of Trustees approved a new graduation requirement that requires students to complete three years of math beginning with the class of 2023. Expanded summer math options will also be offered and opportunities for students to make up or improve grades will be provided.

Our local data including Stakeholder data indicates a need to improve communication with parents and providing resources to students who are failing beginning with grade 9. Coming out of the stay-at-home order and one year of distance learning, our biggest need is the area of students completing courses. For example, the class of 2024 showed 198 students earning 10 or fewer credits after the first semester. Plans are in place to offer both a school-within-a-school for credit deficient 10th grades and incoming 9th graders who did not meet promotion criteria. The District is also opening an Independent Study School, Central Union Virtual Academy, to support those students who need remote learning with support. The District will also be adding staff in the area of counseling for Phoenix Rising High School and Central Union Virtual Academy, attendance specialists, and Parent Engagement and Education Centers at all sites.

Parent communication after hours was also a need expressed by parents in our stakeholder surveys. To address this, the District will be readjusting staff schedules to keep the Parent Engagement and Education Centers open after hours, and to provide access to internet and computers after hours and on Saturdays. The District will be diligent in ensuring that all messages are sent in both English and Spanish.

Another area of need based on the work done by the Differentiated Assistance Team, is the area of modifications, accommodations, and supports for our special populations. The District will be the year with a focus on common language, ELD Roadmap, and support strategies for special populations but holding a year-long Leadership Learning Series that will then be taught to the staff during District-wide PD days.

LCAP Highlights

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

Nearly eight years ago the CUHSD Board of Trustees engaged in a strategic planning process that included a series of special planning meetings of the Board as well as meetings with parents, teachers, students, bargaining units, and community service clubs. This strategic planning initiative resulted in Board adoption of updated mission and vision statements; defined core beliefs; and the establishment of six overarching goals focused on improving the district's programs, practices, and policies. Using the outcomes of strategic planning and current student, staff, and community input, 5 goals were developed for the 2021-2024 Local Control and Accountability Plan. Both the mission, vision, and beliefs and the 2019-2020 goals have been revisited and revised to reflect the

evolving district priorities. Related actions, services and expenditures will be reviewed annually and modified based on stakeholder input and identified needs. This LCAP centers around three themes: equity in services and access to all students, ongoing professional development for staff, and support services for parents in languages and modes they can access.

The goals are as follows:

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

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

GOAL 3 - Provide an alternative for parents who believe their student needs an alternative setting to the comprehensive, in-person setting at Central Union High School and Southwest High School by opening Central Union Virtual Academy in the Fall of 2021 with a beginning enrollment of 60 students.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

Desert Oasis High School was identified for CSI but exited the program in the 202-2021 school year.

Support for Identified Schools

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

District administration met regularly with the Desert Oasis principal to discuss the CSI planning process and to brainstorm next steps. The principal, TOSA, and Assistant Superintendent also conferred regarding the alignment of the new SPSA with the LCAP, proposed actions/services, and expenditures.

A decision to contract with Imperial County of Education to provide technical assistance was made after meeting with the ICOE Deputy Superintendent and other members of the ICOE curriculum team, ICOE facilitated the process of root cause analysis and provided professional development related to using data to inform instruction and overall school improvement strategies. The needs assessment process included analysis of multiple sources of data, including, but not limited to, disaggregated CAASPP results, attendance rates, graduation/dropout rates, suspension/expulsion Page 7 of 190Page 8 of 190data, and local assessments. Findings from this data analysis were used to drive the decisions regarding evidence-based interventions to be implemented. Furthermore, the CUHSD Instructional Support Team provided intensified professional development and coaching support, particularly in the area of instructional technology.

The district will continue to oversee matters related to compliance and will maintain responsibility for all aspects of the budgetary process. A review of the 2019-2020 General Fund budgeted amounts (for object codes 1000-5000) on a per pupil expenditure basis were found to be 36% to 46% higher for DOHS when compared to CUHS and SHS. This disproportionately higher rate is largely due to the nature of the needs of the students at a continuation high school. Any resource inequities are based almost entirely on the small population of students, which makes it infeasible to provide the variety of options that are available at the comprehensive sites, particularly in the area of course selections. The use of online instruction helps offset this inequity, however, providing additional electives is a site and district priority. In response, a CTE pathway was implemented in the 2019-2020 school year.

All CSI funds were dedicated to the support of DOHS improvement efforts.

Monitoring and Evaluating Effectiveness

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

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

Working collaboratively with ICOE staff on the evaluation of current year's data, the DOHS principal and staff closely reviewed all relevant data sources, including, but not limited to CAASPP, ELPAC, attendance rate, grades, credit deficits, number and causes of suspensions, dropouts, and parent/student surveys. After a thorough analysis of all relevant information on an "all student" and "subgroup" basis, critical areas of focus were identified and related expected outcomes established and incorporated into the school's SPSA. As new data is generated, it was compared to baseline data to determine if growth objectives were being met. If found to be necessary, adjustments to

planned actions and strategies were made accordingly. As indicated, progress was tracked throughout the year with regular reports provided during administrative management meetings.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The school year 2020-2021 presented barriers to obtaining feedback from stakeholders in a face-to-face meeting. CUHSD philosophically believes the receiving feedback in meetings with parents, staff, students, and administration is the best way to understand the feedback and take actions based on that feedback. However, due to the stay-at-home order in place until April 2021, most feedback was received via surveys and virtual meetings.

Parent and Community feedback regarding LCAP Goals and Objectives and parent needs began early in the year with School Site Council, ELAC, Migrant, and DELAC meetings that were held virtually. Parents were able to provide verbal feedback in those meetings beginning as early as August 2020. Beginning in February 2021, surveys were sent via AERIES Communication to all parents. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, and state priorities.

Student feedback: Beginning in February 2021, surveys were sent via AERIES Communication to all students. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, and state priorities.

Certificated and Classified Staff Feedback: Beginning in February 2021, surveys were sent via email to all staff. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, Implementation of Standards and Professional Development Needs. Think tanks were also held to virtually meet with members of staff to discuss reopening plans, needs of students, and professional development needs.

Certificated Administration and Classified Management: Beginning in February 2021, surveys were sent via email to all administration.. These surveys include, but are not limited to, surveys on Phoenix Rising School Wide Title I, Reopening School, LCAP Goals and Objectives, Wrap Around Services, In-Person Learning, and the Expanded Learning Grant, Implementation of Standards and Professional Development Needs. In March, face-to-face meetings were held to analyze data and work on the creation of goals for the 2020-2021 LCAP. Also, monthly ACT Meetings and individual meetings were held to discuss the needs of the District and the students.

A summary of the feedback provided by specific stakeholder groups.

In the analysis of stakeholder feedback there were certain trends. One trend was the area of communication. Both parents and staff felt that communication had improved during the stay-at-home order; however, they found frustration in not being able to communicate after hours. Parents specifically addressed phone calls home and emails sent for attendance. Students felt that teachers were more aware of their needs due to the daily communication required under SB 98, and staff felt that communication for parents had also improved. They also felt that principals communicated well with social media and Zoom meetings. Stakeholders wanted to continue to be asked for feedback on other

topics throughout the year. Respondents also asked for feedback on the surveys and to see results posted in a public way on websites and social media.

Communication after hours and with counselors was a big concern expressed by parents. Many parents expressed frustration at calling the school and not having the phone answered, or reaching out to counselors and not hearing back from them. Also, but students and parents expressed concerns over communication regarding an incident that occurred in March of 2020. Staff expressed concern over a lack of use of the emergency alert system and the public address systems at the school sites.

One of the biggest concerns expressed by many staff, parents, and students was the issues faced with distance learning. "Return to in-person" was a common theme when asked what can be done to support students more effectively. With the lack of in-person instruction, another theme was a lack of accommodations and supports for English Learners and students in special education. It as also felt that we would need to revisit CAASPP requirements upon the return to in-person, and improve our tracking and notification for students who are not meeting criteria.

One of the biggest issues and feedback was social-emotional learning. It was noted that students are disengaged and not being successful academically. It was a major concern that students would return to in-person learning with additional stressors and barriers to learning brought on by the isolation of distance learning. It was noted that we would need to provide more counseling, connections, and supports for students who will need to slowly reengage with the school setting.

Safety was another concern addressed by many stakeholders. The SRO, additional security guards, and community liaisons were ideas expressed to increase safety for students and provide supports for all.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the goals and actions of the 2021-2024 Local Control and Accountability Plan in the aspects:

Communication: Goal 4 is a direct result of parent and staff feedback, particularly in the area of providing access to resources after hours and in languages that can be understood. CUHSD is planning on opening a Parent Engagement and Education Center at each site so that parents have a "one-stop-shop" for resources and support.

Supports for students who are English Learners and students in Special Education: Feedback during Differentiated Assistance and surveys indicated a need for a more concentrated focus on strategies for students in general education settings. Goal 2 Actions 2, 4, 7, and 9 are a direct result of that feedback and strive to support teachers in improving techniques and strategies in the classroom as well as collaboration among departments.

Social Emotional Learning: One of the biggest concerns among all stakeholders was social emotional learning and reengaging students when we return in the fall. Goal 1 Actions 1, 4, 5, 9, 10, 14, 15, and 16 seek to provide opportunities for students to access a broad range of courses, support, and intervention in areas that are both academic and non-academic. Also, Goal 3 is the direct results of parents and staff concerns regarding students who are not ready to return to in-person learning.

Safety: Safety issues are addressed in Goal 5 and other goals and are a direct result of feedback received from stakeholders.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - English Language Arts	2018-2019 All Students: Green (21.8 points above standard) English Learners: Red (48.4 points below standard) Students with Disabilities: Red (117.1 points below standard)				All Students: Maintain Green Level and grow 15.2 points above standard to 37 points above standard) English Learners: Grow at 20 points to 28.4 points below standard. Students with Disabilities: Grow at least 20 points to 97.1 points below standard.
California School Dashboard - Mathematics	2018-2019 All Students: Yellow (81.5 points below standard) English Learners: Red (139.8 points below standard) Students with Disabilities: Red (213.8 points below standard) Hispanic: Yellow (86.1 points below standard) Homeless: Yellow (98 points below standard) Socioeconomically Disadvantaged: Yellow (93.3 points below standard)				All Students: Grow at least 31.5 points to 50 points below standard. English Learners: Grow at least 39.8 points to 100 points below standard. Students with Disabilities: Grow at least 50 points to 163.8 points below standard. Hispanic: Grow at least 48 points to 50 points below standard. SED: Grow at least 43.3 points to 50 points below standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - English Learner Progress Indicator	2018-2019 ELs Who Decreased at Least One ELPI Level: 17.5% ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2% ELs Who Maintained ELPI Level 4: 8.3% ELs Who Progressed at Least one ELPI Level: 42.8%				Decrease percentage of students who decrease one level by 3% to 14.5% and increase the percentage of students who increased one ELPI level by 3% to 45.8%.
California School Dashboard - College and Career Readiness Indicator	2018-2019 All Students: Green (43% prepared) Students with Disabilities: Orange (7.4% prepared) White: Orange (46.9% prepared) English Learners: (25% prepared)				2018-2019 All Students: Grow at least 7% to 50% prepared Students with Disabilities: Grow at least 2.6% with 10% prepared White: Grow at least 3.1% with 50% prepared English Learners: Grow at least 5% with 30% prepared.
Graduation Rate	2018-2019 All Students: Green 92.4% graduated				2018-2019

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: Orange 86.2% graduated Students with Disabilities: 90.7% graduated				All Students: Increase graduation rate to 95% Homeless: Increase graduation rate to 90% Students with Disabilities: Increase graduation rate to 94%
CTE Completers	CALPADS 3.15 2019- 2020 12th Graders - 72.5% completers 11th Graders - 16% completers				Increase the number of 12th grade completers by 5% to 77.5%.
CTE Pathways	CTE Pathways 2020- 2021 Design, Visual and Media Arts Residential and Commercial Construction Engineering Technology Information Support and Services Financial Services System Diagnostics, Services, and Repair Public Safety Agricultural Business				Add the following two pathways/sectors: Biomedical Sciences Education, Child Development, and Family Services

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Agriscience Animal Science Patient Care Food Services and Hospitality Hospitality, Tourism, and Recreation				
A-G Completion Rate	Data Quest indicates that the 2019-2020 A-G completion rate was 32%.				A-G completion rate of 37%
English learner reclassification rate	Ed Data for 19-20: 7.2%				10% reclassification rate
Advance Placement Test with a 3 or higher and/or IB test with a 5 or Better	Dashboard CCI AP Test - 18.7% IB Test - 2.2%				Dashboard CCI AP Test - 25% IB Test - 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanded and enhanced options in math and science	Maintain additional teaching positions in math and science that were established in prior years to continue to offer support and services to those students who are not at standards in math and science in order to close the gap to meeting standards with priority given to special populations of students.	\$449,953.00	Yes
2	Standards-aligned formative and summative assessments	Continued support of teacher teams focused on curriculum and assessment; professional development to improve formative assessment practices; and materials for new teachers to assist with formative assessment strategies with a focus on targeting students	\$26,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		who are not meeting standards and/or are not passing the course with a C or better.		
3	Tutoring	Provide after-school, in-class, and AVID tutoring for all students with a focus on students in order to provide supports needed to be successful in the core courses.	\$73,539.00	Yes
4	Expand CTE Offerings	Add a Biomedical Sciences, Childcare, and Agricultural Mechanics teacher to increase the course offerings and provide access to a broader course of study for all students.	\$578,875.00	Yes
5	Intervention for Failed Coursework	<ul style="list-style-type: none"> • Provide opportunities for students who have earned D/F grades to make up credits and/or improve GPA in order to meet graduation and a-g requirements. (Prioritize services for Low Income, Foster Youth, and ELs) • Offer online intervention offerings during the regular school year and during summer. • Provide independent study services for 17 year old seniors needing to make up coursework necessary for graduation 	\$352,620.00	Yes
6	Intervention and Supports for Struggling Students	<ul style="list-style-type: none"> • Implement the Reteach/Retake/Replace (RRR) strategy intervention during after-school, on Saturdays, or summer in Math in order to allow struggling students opportunities to relearn content and improve grades. • Provide supplemental English instruction on Saturdays. • Provide after school transportation 	\$55,272.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Increased Instructional Time	Maintain the 4% increase in the instructional minutes (2% added in 2014-15 and 2015-16) in order to continue with the advisory/intervention/enrichment period in order to provide support to students who are struggling or are in need of other services.	\$700,206.00	Yes
9	Expanded/Enhanced Counseling Services	<ul style="list-style-type: none"> • Provide full-time Counselors on Special Assignment (COSAs) at CUHS and SHS devoted to intervention, attendance, foster youth, and at-risk/low income students. At DOHS maintain half-time COSA and additional half-time counseling position to support the unique needs of continuation/alternative students. Add .5 counselor to support the students at Phoenix Rising. • Maintain the reduced student to counselor ratio at CUHS by continuation of the additional .5 FTE to the regular counseling staff • Provide needed materials for group counseling sessions • Offer extended counseling hours at the end of each semester to provide expanded opportunities for working parents to meet with counselors. • Professional development to continually improve counseling practices through a contract with Imperial County Office of Education 	\$358,884.00	Yes
10	Intervention/Support for At-Risk 9th Grade Students	Phoenix Rising High School: Offer a specialized program for reclassified 9th graders and other freshmen who fail to thrive at the comprehensive high schools.	\$315,644.00	Yes
11	Targeted Support Services for English Learners	<p>Provide administrative and student/parent support services</p> <ul style="list-style-type: none"> • Maintain Director of Instruction and EL Program position (.5 FTE) • Maintain EL Program Assistant positions (2.0 FTE) • Maintain EL Program Testing Clerk position (.5 FTE) 	\$2,502,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Maintain EL Tutors (2.0 FTE) <p>Provide a rich and rigorous program of student for English Learners specifically designed to address the unique needs of each language proficiency level including designated and integrated supports, Accelerated Language and Support, Supporting Academic Instruction and Language, and continuous program evaluation.</p>		
12	Improve Access to Resources, Materials and Equipment	<ol style="list-style-type: none"> 1, Provide award winning, authentic literature and resource materials to all students to encourage reading and provide access to culturally rich and sensitive materials. 2. Provide students with technology needed to access course materials and lessons. (Chromebooks) 	\$300,000.00	Yes
13	Master Scheduling Resources	Ensure equity in access to classes by contracting with Education Advanced, Cardonex, to assist us in creating a master schedule that offers all students opportunities for a Broad Course of Study.	\$28,980.00	Yes
14	Improve CTE Facilities	Provide industry standard furniture and equipment for the STEM building offering biomedical sciences, engineering, and other science courses.	\$1,221,000.00	No
15	Improved Library Resources and Access	<ol style="list-style-type: none"> 1. Maintain 1 certificated school librarian positions 2. Hire 1 library clerk 2. Purchase current literary material for support for struggling readers 3. Repurpose and modernize the current CUHS library facilities and furnishings to create a student center designed to better accommodate learning activities, as well as parent meetings and professional development. 	\$889,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Upon completion of improvements, extend hours of operation in order to increase opportunities for utilization of library resources, especially for unduplicated pupils whose access to such resources is more limited.		
16	College Articulated and Dual Enrollment Courses	Continue articulation of services with middle schools & postsecondary institutions, specifically Imperial Valley College. This will include articulation meetings and parent meetings regarding both articulation and dual enrollment.	\$65,347.00	Yes
17	Rigorous Curricular Offerings	<p>Provide broad opportunities for students to participate in both Advanced Placement and International Baccalaureate Courses. This will include professional development and collaboration for staff, summer AP courses for Migrant, and AP/IP testing fee waivers for students.</p> <p>Offer the AVID Program to prepare students for success in high school, college, and a career, especially underrepresented students. This includes AVID classes at CUHS, SHS, and DOHS, membership in AVID, and professional development for all staff in AVID.</p>	\$1,130,556.00	Yes
18	College and Career Readiness	<p>Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills beginning in 9th grade.</p> <p>-Offer the Success 101 course (Get Focused) at grade 9</p> <ul style="list-style-type: none"> * Implement with fidelity the Stay Focused curriculum during Social Studies and ERWC for Grades 10--12 * Provide Career Choices Instructional Materials - * Provide time for curriculum planning * Offer opportunities for staff to participate in GFSF professional development * Offer field trip opportunities to IVC & SDSU-IV for grade 9/10 students 	\$13,018.00	Yes

Action #	Title	Description	Total Funds	Contributing
19	Instructional Program Improvement Support	Provide teacher/parent/student support for instructional program improvement initiatives. * Maintain Program Improvement Resource Teacher (PIRT) positions at SHS & CUHS * Maintain part-time release (Teacher on Special Assignment) position to support intervention and school improvement initiatives at DOHS.	\$181,111.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

During the 2020-2021 school year, the District engaged in the Differentiated Assistance process with Imperial County Office of Education. During this process, it was found that a root cause of lack of success by English learners and students with disabilities was a need for increased use of strategies for access to core curriculum and language development, and also increase in time allotted for general education and specialty area teachers to collaborate on the needs of all learners. In order to engage students, these strategies must include the use of technology as an instructional tool.

It was also noted that time was needed for departments to collaborate on updating course outlines to incorporate technology and adherence to the Common Core State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher and Student Survey	We expect to find 50-60% of students and staff feel that technology is used as an effective teaching tool.				75% of students and staff feel technology is used as an effective teaching tool.
Staff Development Survey (Impact Score on 1-10 scale)	5.98				8.0
California School Dashboard - English	2018-2019				Decrease percentage of students who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner Progress Indicator	<p>ELs Who Decreased at Least One ELPI Level: 17.5%</p> <p>ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.2%</p> <p>ELs Who Maintained ELPI Level 4: 8.3%</p> <p>ELs Who Progressed at Least one ELPI Level: 42.8%</p>				decrease one level by 3% to 14.5% and increase the percentage of students who increased one ELPI level by 3% to 45.8%.
California School Dashboard - English Language Arts	<p>2018-2019</p> <p>All Students: Green (21.8 points above standard)</p> <p>English Learners: Red (48.4 points below standard)</p> <p>Students with Disabilities: Red (117.1 points below standard)</p>				<p>All Students: Maintain Green Level and grow 15.2 points above standard to 37 points above standard)</p> <p>English Learners: Grow at 20 points to 28.4 points below standard.</p> <p>Students with Disabilities: Grow at least 20 points to 97.1 points below standard.</p>
California School Dashboard - Math	<p>2018-2019</p> <p>All Students: Yellow (81.5 points below standard)</p> <p>English Learners: Red (139.8 points below standard)</p>				<p>All Students: Grow at least 31.5 points to 50 points below standard.</p> <p>English Learners: Grow at least 39.8 points to 100 points below standard.</p> <p>Students with Disabilities: Grow at</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities: Red (213.8 points below standard) Hispanic: Yellow (86.1 points below standard) Homeless: Yellow (98 points below standard) Socioeconomically Disadvantaged: Yellow (93.3 points below standard)				least 50 points to 163.8 points below standard. Hispanic: Grow at least 48 points to 50 points below standard. SED: Grow at least 43.3 points to 50 points below standard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Technology and Internet	Continue to increase student access to instructional technology - CUHSD plans to go 1:1 offering all students enrolled in District access to both a device and internet through Borderlink. CUHSD will also expand the hours of use of computer labs to allow students and parents to access the internet after school hours and on weekends.	\$315,000.00	Yes
2	Professional Development	Provide PD for teachers, counselors, and administrators on research-based effective instructional strategies. * Instructional Technology * ELA/ELD Training * Math Instructional Strategies * College Readiness * CAASPP * Using Data * Learning Walks	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Lesson Studies * AVID * AP/IB * Classroom Management * Blended Learning * Google Classroom * ASCA Standards and Behaviors for Counselors * Youth Mental Health First Aid * Career Technical Education * Special Education 		
3	Instructional Support Team	<p>Provide ongoing school site professional development, peer coaching, and curriculum development support.</p> <ul style="list-style-type: none"> * Maintain three Instructional Coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology. * Add a fourth instructional coach position to focus on CTE/College and Career/Get Focused Stay Focused *Data analyst will provide data that is timely and relevant in order to facilitate department and site team meetings and to support data driven decision making. 	\$435,130.00	No
4	Differentiated Instruction for English Learners	<p>Provide specially designed academic instruction (SDAIE) in English and bilingual instruction in designated classes.</p> <ul style="list-style-type: none"> * Stipends for EL Program Teachers (SEI & Bilingual classes) *Instructional materials, software, and applications (such as Splashtop, Rosetta Stone, Newsela, Edge, ELlevation) * Professional development: Focus on Content/ELD standards * Summer Algebra program for EL students 	\$115,770.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Improve New Teacher Orientation and Onboarding	Provide opportunities for new teachers to meet with the instructional support team to provide support needed improve knowledge of District programs and curriculum and support with instructional technology, with a focus on instructional strategies to support special populations. New teachers will be provided the opportunity to participate in the Induction Program offered by Imperial County Office of Education and will be supported by a current staff member serving in the support teacher role.	\$83,240.00	No
6	Ed Tech Academy	Support for teachers who attend the Summer Learning Series by offering mentoring and support throughout the year to share best practices and learn new strategies. Strategies and techniques will include strategies for assisting special populations.	\$191,017.00	Yes
7	Cross Department Collaboration	Department teams and specialty area teams (Special Education, ELs, CTE) will meet together to plan and discuss strategies that are successful in assisting special populations in accessing and being successful in core and elective course. These sessions will be lead by department heads and/or the instructional support team. They will occur quarterly at a minimum.	\$74,850.00	Yes
8	Curriculum Development	Provide time for teachers to continue work on updating course outlines to incorporate CCSS * Continue to evaluate and refine CCSS and NGSS aligned curricula. * Provide compensated time during summer or after-school for teacher teams to work on curriculum guides, assessments and instructional units (number or participants and hours to be determined).	\$27,500.00	Yes
9	ELD Curriculum Development and Refinement	Align curriculum to new ELD standards, refine support class curriculum and evaluate new materials for purchase as needed.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * EL materials: Purchase and implement the use of supplemental and core materials to support ELD, SEI, and content area bilingual courses. * Provide compensated time during summer and/or weekends for EL program teacher teams to work on curriculum guides, assessments and instructional units 		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide an alternative for parents who believe their student needs an alternative setting to the comprehensive, in-person setting at Central Union High School and Southwest High School by opening Central Union Virtual Academy in the Fall of 2021 with a beginning enrollment of 60 students.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021-2022 Parent Survey	60-75% of students and parents surveyed will report that they are happy they chose to attend CUVA.				75-80% of students and parents will report that they were successful in high school due to the fact they attended CUVA.
2021-2022 Attendance	85% of CUVA Students will attend on regular basis missing no more than 10% of scheduled appointments.				90% of CUVA Students will attend on regular basis missing no more than 10% of scheduled appointments.
Graduation Rate	The graduation rate for the Class of 2025 will not be lower than the graduation rate of				The graduation rate for the Class of 2025 will not be lower than the graduation rate of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the District as a whole.				the District as a whole.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	In order to meet the needs of the students who will attend Central Virtual Academy CUHSD will hire and/or cofund existing staff at the rate of: * 2 certificated teachers * 0.50 counselor * 0.15 school psychologist * 0.5 classified clerk * 0.25 Administrator	\$416,305.00	Yes
2	Facilities	Central Union Virtual Academy will be housed at Central Adult School under the direction of the Adult Education Director.	\$150,000.00	No
3	Student and Staff Resources	As a new school, students and staff will require technology and textbooks.	\$125,000.00	Yes
4	Curriculum	Central Union Virtual Academy will utilize the Edgenuity Online Curriculum	\$75,000.00	Yes
5	Professional Development and Collaboration	As a new school, the team will need to meet and plan and grow as team. Collaboration meetings and conferences will be necessary to create a successful, well-equipped, student-focused team.	\$25,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Stakeholder input has repeatedly shown the need for more supports in the area of social emotional learning, services for families, and increase communication in languages parents can understand. In order to coordinate efforts in these areas, the District feels that the development of the community school concept is vital. Also, focus on attendance and supports for students will be key as they re-integrate back into the in-person learning environment. By creating a community school environment that offers wrap around services for all students and families, we feel that we will increase attendance and decrease dropouts as students feel at home and like they belong to their school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Wide Parent Survey	2020-2021 Parent and Family Engagement Survey indicated a rating of 6.7 over all with feedback from parents, School Site Council Members, and site-based teams.				2020-2021 Parent and Family Engagement Survey indicated a rating of 8.0 over all with feedback from parents, School Site Council Members, and site-based teams.
Locally Created Parent Survey					75% of parents surveyed will report that the District offers resources or referrals for resources often and that communication is in a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					language they understand.
Attendance Rates	19-20 95.7%				96%
Chronic Absenteeism	Data Quest indicates that the 2018-2019 Chronic Absenteeism Rate was 10.5%. African American - 10.3% American Indian or Alaska Native - 25.0% Asian - 14.3% Hispanic or Latino - 10.5% White - 11.5% Two or More Races - 7.7%				Chronic Absenteeism Rate 7.5%. African American - 7.3% American Indian or Alaska Native - 20.0% Asian - 11.3% Hispanic or Latino - 7.5% White - 8.5% Two or More Races - 4.7%
Drop Out Rate	Data Quest indicates that the 2016-2017 one-year dropout rate was 0.9%.				Less than 1%
California Healthy Kids Survey	School Connectedness High/Moderate Gr. 9: H-53% M- 42% Gr. 11: H-45% M- 50% (Spring 2019)				Grade 9 - High 65% Grade 11 - High 55%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Staff Communication	<p>Communication: Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.</p> <ul style="list-style-type: none"> * Evaluate, refine, and continue campaign to promote open communication among stakeholders. * Provide a variety of planned/advertised opportunities for stakeholders to engage in two -way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.) * Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP. * Regularly update district and school websites. * Implement the use of a phone/text notification system (Parent Square) and the accompanying application to improve school--to--home communication * Purchase digital signage for the District Office and Adult Education for better communication of programs and services 	\$89,000.00	Yes
2	Parent Education and Engagement	<p>Each site will have a Parent Engagement and Education Center staffed by personnel after hours (until 6). Trainings will be provided to parents in educational, social emotional, college and career, attendance, and on being decision makers in school. Computers and resources in the parent center will allow parents to look for jobs, access Aeries Portals, and respond to emails sent from the school site and/or teacher. Resources will be available for parents. Costs to include, but not limited to: (per site):</p> <p>Community Liaison (3) Attendance/Outreach Specialist (3) Education Materials Training Translation Services</p>	\$360,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Family Resources Coordinator	In order to coordinate all services for special populations including Foster Youth and Homeless youth, the District will hire a coordinator to ensure services are being provided, documentation is up to date, training is being implemented and to track student progress both academically and socially emotionally.	\$80,200.00	Yes
4	Promote Positive Student Communications	Publicly recognize student achievements through on-- campus displays, assemblies, incentives, and award celebrations. Provide on--campus informational posters regarding important student topics (e.g. CTE pathways, grad/a-g requirements, etc.) Promote student mental and social emotional health through clubs, meetings, and assemblies.	\$80,000.00	Yes
5	Promote Attendance and Monitor Absences	Utilize the tardy monitoring system included in the Aeries- Parent Square system * Conduct an Attendance Campaign * Provide Student Incentives for good/improved attendance	\$35,000.00	Yes
6	Transportation Services	Maintain increased bus services in order to improve attendance by students residing in designated district areas of attendance currently not served * Maintain current bus driving positions in order accommodate added routes. * Purchase a bus to replace a 32 year old vehicle that lacks seat belts and appropriate safety features. * Install A/C in buses not currently offering A/C	\$454,617.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Targeted Foster Youth and Homeless Student Services	<p>Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students.</p> <p>*Offer supplemental counseling services provided by Counselors on Special Assignment (COSAs) designed to specifically address the unique needs of Foster Youth.</p> <p>* Provide opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and post-secondary campus tours (such as IVC, SDSU, etc.)</p> <p>* Provide targeted Homeless student and family services provided by the district's Homeless Education Liaison</p>	\$5,000.00	Yes
8	Pregnant and Parenting Teens	Provide specially designed instruction and support for pregnant and parenting teens. Maintain all positions to support students.	\$165,593.00	Yes
9	Supplemental Health Services for Low Income Pupils	<p>*Supplement operational costs of the Family Resource Center</p> <p>*Employ a support staff person to provide clerical assistance for the FRC and Special Education Department (6 hr Classified)</p> <p>* Maintain School Nurse position</p> <p>* 2 Health Technicians</p> <p>* Provide health related services (e.g. eye glasses)</p> <p>*Provide needed Medical Supplies (e.g. Epi Pens, bandages, antiseptic, etc.)</p> <p>*Purchase hygiene kits for students</p>	\$293,870.00	Yes
10	Positive Behavior Intervention and Support	<p>Continue to Implement PBIS including:</p> <ol style="list-style-type: none"> 1. Training for staff 2. Materials and supplies to implement the program 3 Coordinated meetings between sites 	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

CUHSD is still challenged with recruiting hiring fully qualified teachers. There is a need to continue to provide support to teachers working toward fulfilling all credentialing requirements. Also, approximately 26% of students indicated on the CHKS survey that they felt “Unsafe” at school. While incidents of violence on school campuses is relatively low, there is a need to continue to staff sites with security personnel; have SROs on sites; and employ effective safety practices in order to maintain safe schools. There is also a need to conduct prevention and intervention in the area of drugs and alcohol.

Alcohol and Drug Use is higher in 11th Grade
 20% reported alcohol or drug use in the last 30 days
 11% reported being very drunk or sick after drinking in the last 30 days.
 9% reported being high in the last 30 days.

Cigarettes and Vape are Readily Available
 18% reported that cigarettes are very easy to obtain
 38% reported that vape products are very easy to obtain (51% of 11th graders)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Teacher Misassignments and Vacancies (Local Indicator Report)	0				0
Number of Instances of Facilities not	61				25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meeting "good repair" standard (FIT Results)					
11th graders on CHKS reported alcohol or drug use in last 30 days.	20%				15%
11th graders on CHKS reported being very drunk or sick after drinking in the last 30 days.	11%				8%
11th graders on CHKS reported being high in the last 30 days.	9%				5%
CHKS: Cigarettes and Vape Readily Available	18% for Cigarettes and 38% for Vape				13% for cigarettes and 25% for vape
CHKS: % Perceived Safety at School (Very Safe or Safe)	9th Grade - 73% and 11th Grade - 75%				80% for both
Suspension Rate (19-20) Data Quest	Total Suspensions - 3.4% Percent suspended with multiple suspensions - 18.2%				Total Suspensions - 3.0% Percent suspended with multiple suspensions - 15%
Expulsion Rate (19-20) Data Quest	0%				0%
Resolution for Sufficiency of Instructional Materials - Number of Students	0				0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
without access to standards-aligned instructional materials					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Teachers	CUHSD will strive to fill new openings with fully certified in their subject areas. CUHS will employ advertising and recruiting practices that attract highly qualified applicants. CUHS will provide Induction Training and Support for new teachers (Budgeted in Goal 2, Action 5)	\$55,000.00	No
2	Facilities Upkeep and Repair	Regularly update and maintain a multiyear plan for facility maintenance and improvement. * Conduct an annual evaluation of campuses to identify and address areas of need and establish priorities. * Complete annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance, and roofing projects.	\$150,000.00	No
3	Campus Safety	Campus Safety: Maintain safe campuses through provision of security guards, School Resource Officers, Student Services office (admin and staff), and schoolwide discipline policies and practices. * Maintain 2 FTE Assistant Principals of Student Services * Conduct annual security guard training at the beginning of each school year that meets SB 1626 and Education Code 38001.5 requirements.	\$898,527.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Update the Threat Assessment at all school sites and assess critical information and continue to reduce the level of campus risks and increase campus safety and security. * Maintain 6.75 FTE Security Guards *Add 2.0 FTE Security Guards * Continue the SRO contract with the EL Centro PD * Maintain the Catapult Emergency Management System in order to enhance communication with all staff during emergency situations * Maintain the Catapult Anonymous Reporting System and Contract with WeTip in order to be proactively aware of emergency situations. * Continue with implementation of the Positive Behavior and Intervention Support Program (PBIS) as a proactive approach to reducing disciplinary actions and establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Provide ongoing professional development and planning time for PBIS team members. 		
4	Drug Intervention and Education Services	Train and employ staff to offer Drug Intervention and Education Services for students who are found in possession of drugs, alcohol, tobacco, or vape, and/or are found to be under the influence. These sessions will occur on Saturdays and students would be required to complete the program as part of the intervention process.	\$39,976.00	Yes
5	Standards-Aligned Instructional Materials	<p>Provide standards aligned textbooks and materials (including digital formats) for all students</p> <p>Ensure there are sufficient adopted instructional materials in all curricular areas. Purchase materials as needed based on student enrollment</p>	\$250,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.13%	\$10,667,368

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our students who are low-income, English Learners, and Homeless and Foster Youth, Central Union High School District determined that special populations of students were not at least 2 performance levels below the all student group, and were underrepresented in most CTE pathway offerings. It was determined that increasing services and access to a broader course of study, as well as afterschool tutoring will assist in remediation and college and career readiness. Goal 1 and actions 1-18 support academic achievement and college and career readiness.

During the 2020-2021 school year, Central Union High School District participated in the Differentiated Assistance process with the Imperial County Office of Education. During this process, it was determined that one of the root causes of lack of academic success for English Learners and Students with disabilities was inconsistency and follow-up in professional development. It was determined that a focus on consistent professional development with cross-curricular collaboration and follow-up would assist in teachers being able to support special populations of students. Goal 2 and Actions 2, 3, 4, 5, 7, 8, and 9 support professional development that will improve services to students who are low-income, English Learners, and Homeless and Foster Youth.

During the 2020-2021 school year it was determined that students who are low-income, English Learners, and Homeless and Foster Youth were less likely to be successful in distance learning due to lack of access to internet and devices. It was also determined that teachers needed more support in improving strategies and techniques to utilize digital learning with these populations of students. Goal 2 and Actions 1 and 6 support access to and use of technology for students who are low-income, English Learners, and Homeless and Foster Youth.

After assessing the preferences and needs of students who are low-income, English Learners, and Homeless and Foster Youth, it was determined that many needed an alternative setting to the comprehensive high school due to fear of exposure, disengagement, and large school settings. It was determined to add a school of choice for those students who wanted to remain in distance learning, but needed

more hands-on support than independent study. Goal 3 and the creation of Central Union Virtual Academy will provide the opportunity for an alternative, proactive school setting for students who are low-income, English Learners, and Homeless and Foster Youth and do not wish to remain on the comprehensive campus.

Stakeholder input from parents of students who are low-income, English Learners, and Homeless and Foster Youth indicated the need for wrap around services for students including communication with families, support services for students, increased activities to promote belonging, a place for parents to come and procure resources and support. Goal 4 and Actions 1-5, 6, 8, and 10 support the development of a community school setting where parents of students who are low-income, English Learners, and Homeless and Foster Youth will find the resources and support they need for their students to be successful.

Goal 5 Actions 1,3, and 4 are being provided because we expect all students to benefit from basic services. All students need well-trained teachers, safe campuses, and drug and alcohol prevention to belong and feel safe and secure on campus. However, because of the high number of students who are low-income, English Learners, and Homeless and Foster Youth and because these actions are so basic and crucial, we expect them to have a direct impact on our students who are low-income, English Learners, and Homeless and Foster Youth and on the results of our California Healthy Kids survey.

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

With an unduplicated pupil percentage over 3 years of 76.47%, CUHSD's low income, foster youth, and EL pupils comprise a significant majority of our student population. Because the student makeup at all four schools consists of such a high concentration of unduplicated pupils, the LCAP focus is on strengthening the entire instructional program through the implementation of specific actions and services that support learning on a subgroup, school-wide, or LEA-wide basis. Supplemental and Concentration funds will be used to support a vast spectrum of programs and services that enhance the learning opportunities for unduplicated pupils as detailed in actions and services in goals 1-5. Increased or improved services include specialized curricular offerings, supplemental instructional materials, expanded technology resources, intervention programs, tutoring, counseling, administrative support, parent involvement, facilities improvement, safety measures and personnel, and targeted professional development.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$14,349,444.00				\$14,349,444.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$9,535,283.00	\$4,814,161.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Expanded and enhanced options in math and science	\$449,953.00				\$449,953.00
1	2	English Learners Foster Youth Low Income	Standards-aligned formative and summative assessments	\$26,250.00				\$26,250.00
1	3	English Learners Foster Youth Low Income	Tutoring	\$73,539.00				\$73,539.00
1	4	English Learners Foster Youth Low Income	Expand CTE Offerings	\$578,875.00				\$578,875.00
1	5	English Learners Foster Youth Low Income	Intervention for Failed Coursework	\$352,620.00				\$352,620.00
1	6	English Learners Foster Youth Low Income	Intervention and Supports for Struggling Students	\$55,272.00				\$55,272.00
1	7	English Learners Foster Youth Low Income	Increased Instructional Time	\$700,206.00				\$700,206.00
1	9	English Learners Foster Youth Low Income	Expanded/Enhanced Counseling Services	\$358,884.00				\$358,884.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Intervention/Support for At-Risk 9th Grade Students	\$315,644.00				\$315,644.00
1	11	English Learners	Targeted Support Services for English Learners	\$2,502,981.00				\$2,502,981.00
1	12	English Learners Foster Youth Low Income	Improve Access to Resources, Materials and Equipment	\$300,000.00				\$300,000.00
1	13	English Learners Foster Youth Low Income	Master Scheduling Resources	\$28,980.00				\$28,980.00
1	14	All	Improve CTE Facilities	\$1,221,000.00				\$1,221,000.00
1	15	English Learners Foster Youth Low Income	Improved Library Resources and Access	\$889,613.00				\$889,613.00
1	16	English Learners Foster Youth Low Income	College Articulated and Dual Enrollment Courses	\$65,347.00				\$65,347.00
1	17	English Learners Foster Youth Low Income	Rigorous Curricular Offerings	\$1,130,556.00				\$1,130,556.00
1	18	English Learners Foster Youth Low Income	College and Career Readiness	\$13,018.00				\$13,018.00
1	19	English Learners Foster Youth Low Income	Instructional Program Improvement Support	\$181,111.00				\$181,111.00
2	1	English Learners Foster Youth Low Income	Access to Technology and Internet	\$315,000.00				\$315,000.00
2	2	English Learners Foster Youth Low Income	Professional Development	\$75,000.00				\$75,000.00
2	3	All	Instructional Support Team	\$435,130.00				\$435,130.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners	Differentiated Instruction for English Learners	\$115,770.00				\$115,770.00
2	5	All	Improve New Teacher Orientation and Onboarding	\$83,240.00				\$83,240.00
2	6	English Learners Foster Youth Low Income	Ed Tech Academy	\$191,017.00				\$191,017.00
2	7	English Learners Foster Youth Low Income	Cross Department Collaboration	\$74,850.00				\$74,850.00
2	8	English Learners Foster Youth Low Income	Curriculum Development	\$27,500.00				\$27,500.00
2	9	English Learners	ELD Curriculum Development and Refinement	\$15,000.00				\$15,000.00
3	1	English Learners Foster Youth Low Income	Staffing	\$416,305.00				\$416,305.00
3	2	All	Facilities	\$150,000.00				\$150,000.00
3	3	English Learners Foster Youth Low Income	Student and Staff Resources	\$125,000.00				\$125,000.00
3	4	English Learners Foster Youth Low Income	Curriculum	\$75,000.00				\$75,000.00
3	5	English Learners Foster Youth Low Income	Professional Development and Collaboration	\$25,000.00				\$25,000.00
4	1	English Learners Foster Youth Low Income	Parent and Staff Communication	\$89,000.00				\$89,000.00
4	2	English Learners Foster Youth Low Income	Parent Education and Engagement	\$360,000.00				\$360,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	Foster Youth Low Income	Family Resources Coordinator	\$80,200.00				\$80,200.00
4	4	English Learners Foster Youth Low Income	Promote Positive Student Communications	\$80,000.00				\$80,000.00
4	5	English Learners Foster Youth Low Income	Promote Attendance and Monitor Absences	\$35,000.00				\$35,000.00
4	6	English Learners Foster Youth Low Income	Transportation Services	\$454,617.00				\$454,617.00
4	7	Foster Youth	Targeted Foster Youth and Homeless Student Services	\$5,000.00				\$5,000.00
4	8	English Learners Foster Youth Low Income	Pregnant and Parenting Teens	\$165,593.00				\$165,593.00
4	9	English Learners Foster Youth Low Income	Supplemental Health Services for Low Income Pupils	\$293,870.00				\$293,870.00
4	10	English Learners Foster Youth Low Income	Positive Behavior Intervention and Support	\$25,000.00				\$25,000.00
5	1	All	Qualified Teachers	\$55,000.00				\$55,000.00
5	2	All	Facilities Upkeep and Repair	\$150,000.00				\$150,000.00
5	3	All	Campus Safety	\$898,527.00				\$898,527.00
5	4	English Learners Foster Youth Low Income	Drug Intervention and Education Services	\$39,976.00				\$39,976.00
5	5	All	Standards-Aligned Instructional Materials	\$250,000.00				\$250,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$11,106,547.00	\$11,106,547.00
LEA-wide Total:	\$8,203,435.00	\$8,203,435.00
Limited Total:	\$4,873,177.00	\$4,873,177.00
Schoolwide Total:	\$2,874,228.00	\$2,874,228.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Expanded and enhanced options in math and science	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUHS & SHS	\$449,953.00	\$449,953.00
1	2	Standards-aligned formative and summative assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,250.00	\$26,250.00
1	3	Tutoring	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$73,539.00	\$73,539.00
1	4	Expand CTE Offerings	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: CUHSD and SHS 10-12	\$578,875.00	\$578,875.00
1	5	Intervention for Failed Coursework	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$352,620.00	\$352,620.00
1	6	Intervention and Supports for Struggling Students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$55,272.00	\$55,272.00
1	7	Increased Instructional Time	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700,206.00	\$700,206.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Expanded/Enhanced Counseling Services	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$358,884.00	\$358,884.00
1	10	Intervention/Support for At-Risk 9th Grade Students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: PRHS	\$315,644.00	\$315,644.00
1	11	Targeted Support Services for English Learners	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,502,981.00	\$2,502,981.00
1	12	Improve Access to Resources, Materials and Equipment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	\$300,000.00
1	13	Master Scheduling Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,980.00	\$28,980.00
1	15	Improved Library Resources and Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$889,613.00	\$889,613.00
1	16	College Articulated and Dual Enrollment Courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,347.00	\$65,347.00
1	17	Rigorous Curricular Offerings	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: Central Union and Southwest	\$1,130,556.00	\$1,130,556.00
1	18	College and Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,018.00	\$13,018.00
1	19	Instructional Program Improvement Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,111.00	\$181,111.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Access to Technology and Internet	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,000.00	\$315,000.00
2	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	\$75,000.00
2	4	Differentiated Instruction for English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$115,770.00	\$115,770.00
2	6	Ed Tech Academy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$191,017.00	\$191,017.00
2	7	Cross Department Collaboration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,850.00	\$74,850.00
2	8	Curriculum Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,500.00	\$27,500.00
2	9	ELD Curriculum Development and Refinement	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	\$15,000.00
3	1	Staffing	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Central Union Virtual Academy	\$416,305.00	\$416,305.00
3	2	Facilities			Specific Schools: Central Union Virtual Academy	\$150,000.00	\$150,000.00
3	3	Student and Staff Resources	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Virtual Academy	\$125,000.00	\$125,000.00
3	4	Curriculum	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union Virtual Academy	\$75,000.00	\$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Professional Development and Collaboration	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central Union Virtual Academy	\$25,000.00	\$25,000.00
4	1	Parent and Staff Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,000.00	\$89,000.00
4	2	Parent Education and Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$360,000.00	\$360,000.00
4	3	Family Resources Coordinator	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$80,200.00	\$80,200.00
4	4	Promote Positive Student Communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	5	Promote Attendance and Monitor Absences	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
4	6	Transportation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$454,617.00	\$454,617.00
4	7	Targeted Foster Youth and Homeless Student Services	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,000.00	\$5,000.00
4	8	Pregnant and Parenting Teens	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,593.00	\$165,593.00
4	9	Supplemental Health Services for Low Income Pupils	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$293,870.00	\$293,870.00
4	10	Positive Behavior Intervention and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	4	Drug Intervention and Education Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,976.00	\$39,976.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.