



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Unified School District

CDS Code: 10739650000000

School Year: 2023-24

LEA contact information:

Ketti Davis

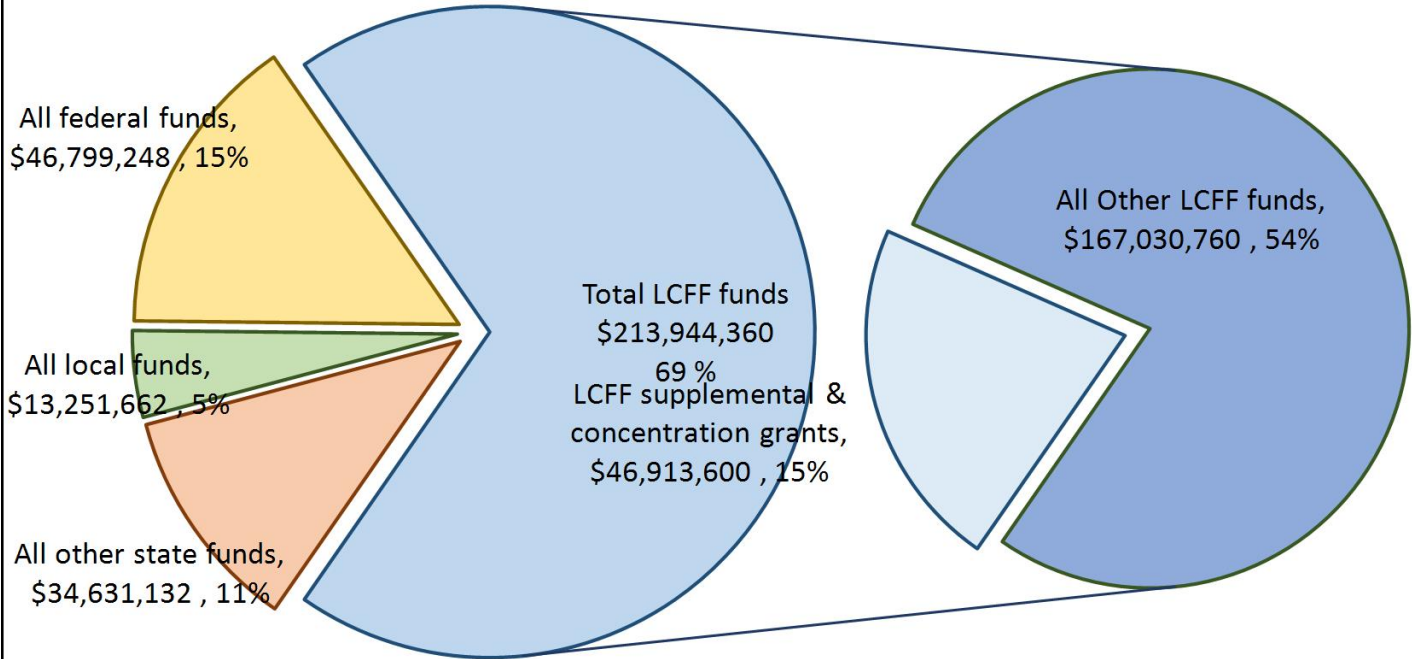
Superintendent

559-274-4700

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

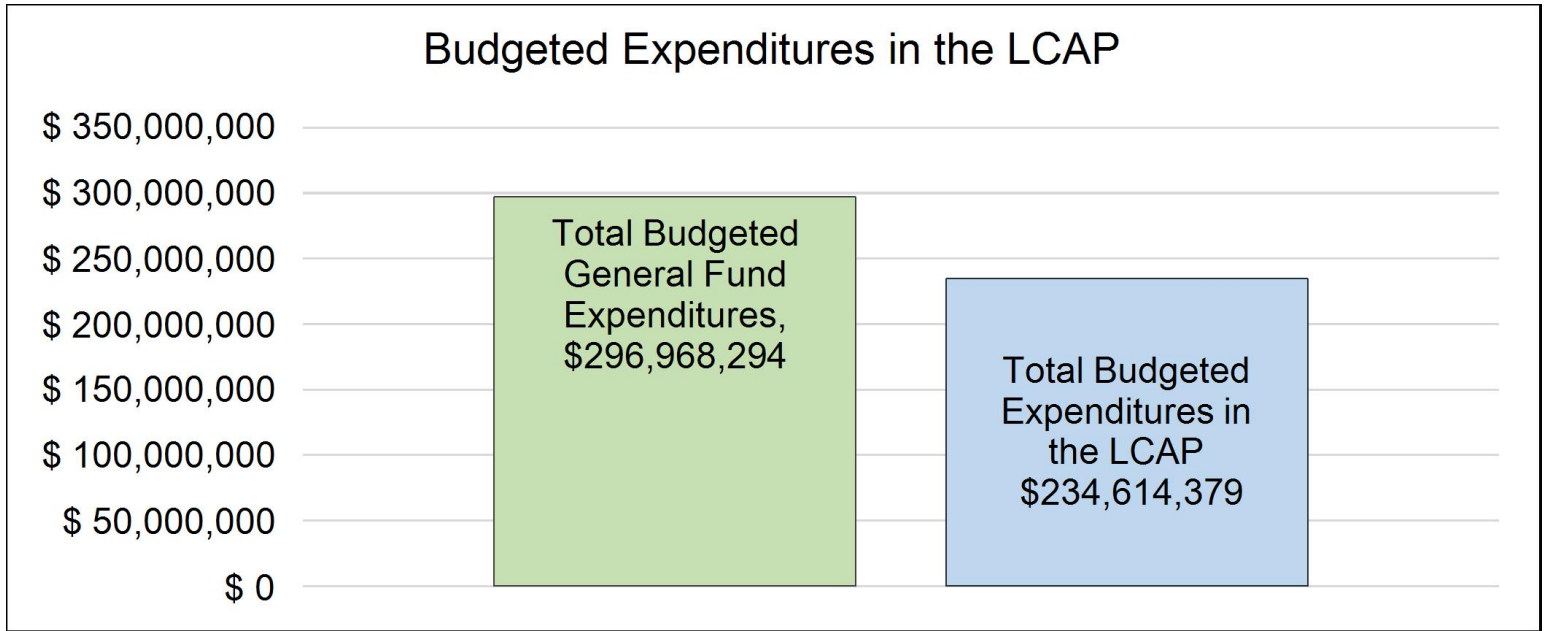


This chart shows the total general purpose revenue Central Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Unified School District is \$308,626,402, of which \$213,944,360 is Local Control Funding Formula (LCFF), \$34,631,132 is other state funds, \$13,251,662 is local funds, and \$46,799,248 is federal funds. Of the \$213,944,360 in LCFF Funds, \$46,913,600 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 Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Unified School District plans to spend \$296,968,294 for the 2023-24 school year. Of that amount, \$234,614,379 is tied to actions/services in the LCAP and \$62,353,915 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Central Unified School district is currently accounting for all funds spent in the 2023-24 LCAP with the exception of all federal revenue related to COVID Relief Funds. Those funds will be used as itemized in the current ESSER III Plan and/or as approved in guidance from the Coronavirus Aid, Relief, and Economic Security (CARES) Act provides funding to districts through the Elementary and Secondary School Emergency Relief (ESSER) Fund, to address the impact of COVID-19 on elementary and secondary schools.

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

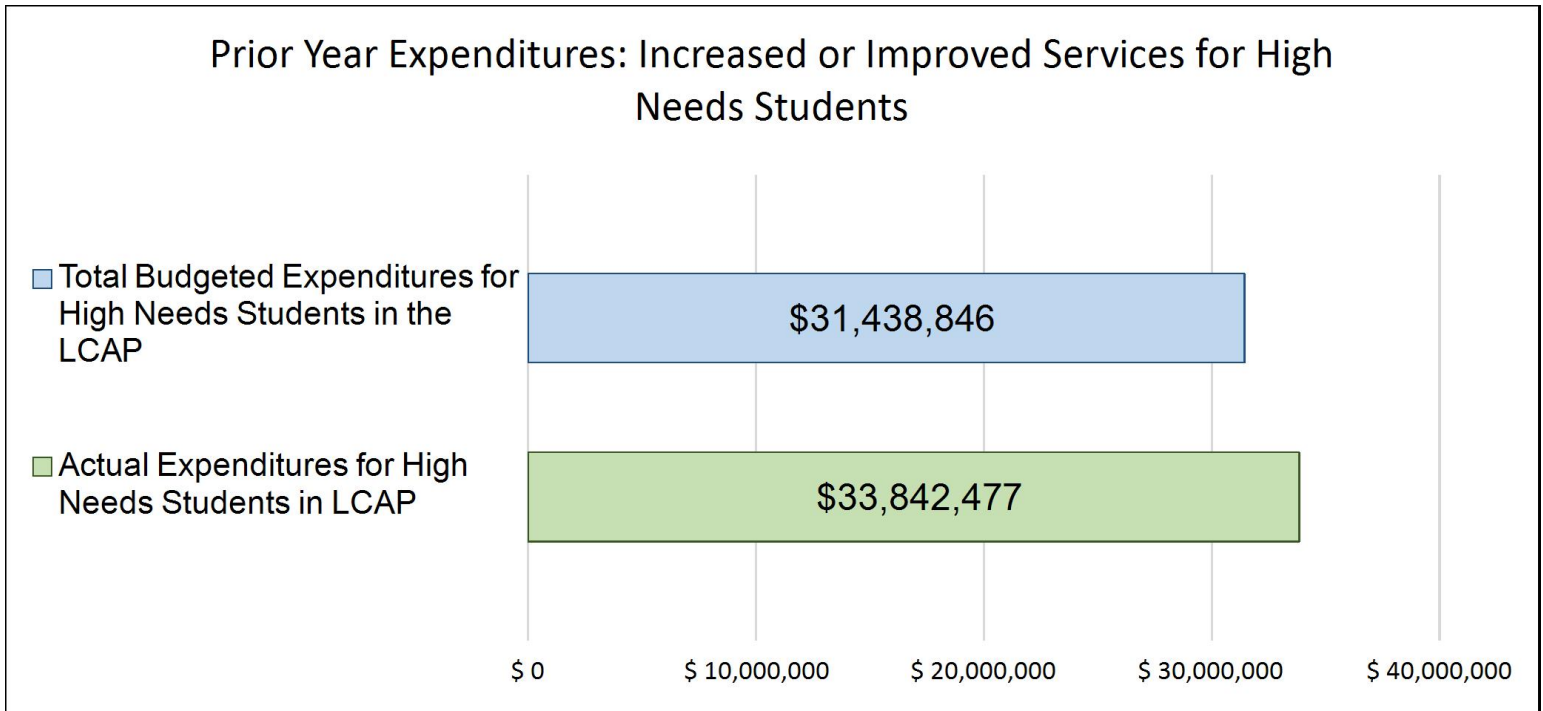
In 2023-24, Central Unified School District is projecting it will receive \$46,913,600 based on the enrollment of foster youth, English learner, and low-income students. Central Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central Unified School District plans to spend \$53,239,939 towards meeting this requirement, as described in the LCAP.

As the school year began in fall 2022, staff and students arrived with a clear purpose to address unfinished learning for high needs students (foster youth, English learner and low income). In an effort to meet student needs, Central USD provided staffing, intervention services, social emotional and behavioral supports in addition to professional learning for staff and teachers.



# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2022-23, Central Unified School District's LCAP budgeted \$31,438,846 for planned actions to increase or improve services for high needs students. Central Unified School District actually spent \$33,842,477 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$2,403,631 had the following impact on Central Unified School District's ability to increase or improve services for high needs students:

Central Unified School district addressed unfinished learning for high needs students (foster youth, English learner and low income). In an effort to meet needs, Central USD adding staffing, intervention services, social emotional and behavioral supports in addition to professional learning for staff and teachers to increase or improve services for unduplicated students as compared to the services provided to all students in the fiscal year in proportion to the additional funding provided.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Unified School District	Ketti Davis Superintendent	kdavis@centralunified.org 559-274-4700

## Plan Summary [2023-24]

### General Information

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

Central Unified School District (Central USD) was created on December 22, 1981, by a special election that approved the unification of seven small districts. Central USD encompasses 88 square miles in a suburban and rural area on the westward side of Fresno, California. Fresno has a population of 542,107 (2020 census.gov) with education, health care, government, and agriculture representing the largest employers in the area.

The Central USD area continues to be an area of growth with a mix of affordable, entry-level housing and higher-end homes, and numerous farms and ranches. Central USD consists of fourteen elementary schools, three middle schools, three high schools, one alternative education high school, one online school, two community day schools, and one adult school. Central USD serves approximately 15,729 students. Central USD students come from a rich mix of ethnic and cultural backgrounds. Of our 15,729 students, 14.9% are English Learners (EL), 1% are foster youth (FY), 0.2% are homeless, 60.6% are low-income (LI) and 10% are students with disabilities (SWD). 61% of students are Hispanic, 11.9% White, 15.5% Asian, and 8.2% African American. (CA 2022 Dashboard)

At Central USD, we believe in excellence and high expectations, equity and access, collaboration, and community. Our vision is to be a regional leader in education where all students graduate ready for success, and our mission is to embrace diversity to educate our youth, ensure academic success, and empower tomorrow's leaders. Our core values are communication, achievement, resilience, empathy, and service. We ARE Central Unified School District.

## Reflections: Successes

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

The Central USD LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The 2021-24 LCAP features goals in 4 areas:

- Goal 1-Central Unified School District will ensure all students meet or exceed academic standards and successfully prepare for college, career, and community.
- Goal 2-Central Unified School District will connect every student to school by providing access to education opportunities and creating an engaging environment conducive to learning.
- Goal 3-Central Unified School District will operate effective, efficient, and safe schools that promote a positive climate and welcoming culture.
- Goal 4-Central Unified will increase educational opportunities for Students with Disabilities (SWD) to improve graduation rates.

During the 2021-22 school year, the CA Dashboard, a statewide measure determining district performance levels for accountability, did not publish complete accountability data due to school closures and the lack of state testing data. Baseline academic indicators reappear in the Fall of 2022. Central USD data as of Fall 2022 indicates the following baseline information:

- English Learner (EL) Progress –Medium
- Graduation Rate- Medium

Central USD continues to take steps to ensure students are ready to graduate. Even as credit recovery remains a viable choice for students, the district recognizes the impact that failing a course has on a student, and has grown in several ways to support alternative steps to seeing a student complete high school with a diploma at the end of their 4 years. First, academic counselors have worked to meet with all current high school students to build a 4-year academic plan for their remaining years of high school. Second, sites have provided additional opportunities for students and parents to become informed about A to G requirements, CTE pathways, and dual enrollment through in-class engagements, parent information nights, and our college and career counselors who help students understand what courses they will need for the college(s) they are looking to apply. The district has identified math as one common barrier for students entering high school. In response, Central USD has begun the work to better support students to have a successful experience in middle school math which then will translate into their performance in high school. Staff are working on instructional practices, reteach and retest opportunities, and sites are

beginning to build in opportunities to retest for up to full credit. This work is supported through professional development opportunities, opportunities for math departments from across sites and academic levels to collaborate around priority standards alignment, staff implementing different approaches in their classrooms, and sharing the results with their fellow teachers during staff meetings. All of this work is to build capacity and understanding of graduation requirements, and college acceptance criteria, strengthen the awareness for our students on the impact courses taken in grades 7 and 8 have on graduating, and for students to have the opportunity to show that if they put in the work, they will have the chance to show what they have learned even if it takes multiple options, thus fostering a sense of success that leads to graduating.

To ensure that Central Unified School District remains a leader in providing exemplary programs for ELs, the district's blueprint for academic success has steps towards ensuring that English Learners are making progress towards English proficiency or maintaining the highest performance level on the English Learner Progress Indicator. The district has committed to the implementation of small group instruction that differentiates learning to meet every student's needs, specifically English Learners, PLCs that "huddle" frequently around English Learner data to improve outcomes, provide ongoing districtwide asynchronous & synchronous ELD Professional Learning Opportunities. The focus of the proposed professional development will be continued professional learning supporting Central's Essential 4 ELD best practices, collaborative teaching, newcomer onboarding resources for teachers, students, and families, and alignment of all EL instructional support services to support the continuous growth of English proficiency in the district. The support services targeted for alignment include The English Learner Group, Solution Tree, Site-based EL Coordinators, and the district's Parent Engagement Team. Central Unified believes that an effective and efficient way to organize improvement efforts is through networked improvement communities (NICs), a collegueship of expertise building on the hard work and creativity of many. In collaboration with FCSS, the Central Unified School District has identified seven elementary schools to participate in a network improvement community model focused on developing a deep understanding of the problems English Learners are experiencing, the system that produces it, and employee methods of improvement research to develop, test, and refine interventions so that effective strategies can be replicated district-wide. In the upcoming school year, Central Unified's EL network improvement community of seven school sites will focus on creating change ideas targeted at the instructional level to positively support the continuous improvement of English proficiency.

All Local Indicators (Basics: Teacher, Instructional Materials, Facilities; Implementation of Academic Standards; Parent & Family Engagement; Local Climate Survey; and Access to Broad Course of Study) are marked as "Standard Met".

The Central USD Blueprint for Academic Success notes math intervention focusing on grade 3. Math professional learning includes alignment of math standards mastery district-wide, with targeted emphasis on coherence to practice for students. This strategy includes on-grade-level instruction with increased time during the day for mathematics (TK-6). Staff is committed to one math domain focus for ALL grades (selected by the grade) to develop foundational skills and expand learning. This cycle of professional learning will continue with another cohort beginning during the 2023-24 school year and the current cohort continuing to meet and build their capacity to support mathematic achievement.

The district continued with the implementation of ELA intervention and paid special attention to the equity of services for Students With Disabilities (SWD) and EL students. The district is working with a Networked Improvement Committee(NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to poor



academic performance for SWD as well as low graduation rates. The NIC will study district systems through a cycle of continuous improvement to implement changes that improve student outcomes. This process will include community partners in a needs assessment and implement improvement efforts specifically designed to support positive student outcomes. All actions will be embedded in the site School Plan for Student Achievement (SPSA) and aligned with the LCAP actions.

Sites involved in the NIC are Glacier Point Middle School, Central East High School, Harvest & Roosevelt Elementary. Sites were identified based on need and program demands (schools prioritized as a high priority.) The network includes General Education (GE) and SWD teachers, administrators (site and district) psychologists, and county-level experts.

Central USD is committed to safe schools and supporting social-emotional learning through the continued support of the SAFE team, funding behavior support instructional aides, and funding staff for the site "Thinkerys" which are a safe space for students to reflect and contemplate behavior choices or access supports. The Special Education Department restructured the diploma track for students with Individualized Education Programs (IEPs) and anticipates an increase in the graduation rate. This work will continue via the district's Multi-Tiered Systems of support focused on student behavioral support and social-emotional learning (SEL).

As of March 2023, TK-2 grade classroom devices were updated to state-of-the-art touchscreen Chromebooks. These allow students to both utilize the screen for navigation and the keyboard. This grants them access to our core digital curriculum through multiple modalities. The over 4,000 hotspots continued to be used to support distance learning when needed. Lastly, the expansion of our School 2 Home program allowed us to supply over 1,500 Chromebooks to students in need. These devices give students equal footing when completing digital homework and projects. These are also equipped with built-in internet connection if students are without the means to afford WiFi at home. As we continue to monitor district-wide bandwidth needs, we will plan for future requirements. School 2 Home will continue through the 2023-24 school year. Additionally, students will be provided access and training with digital academic resources and technology to accelerate learning through a school-to-home program in combination with in-classroom access, improve equity for the identified students, and extend educational opportunities beyond the school day. The district will continue to support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access to TK-12. In addition, Central USD will provide staff (certificated instructional support coach or ISC, Director of Instructional Technology, and classified tech aides at sites) to ensure that access to digital academic resources and technology is fully supported and successful.

Central USD featured engaging experiential learning that supports problem-solving and encourages thoughtful risk-taking by funding 6th-grade camps that feature an educational approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking for each elementary site. 6th-grade students experienced Scout Island and focused on team building and self-growth challenges. Other sites attend Camp Keep, Wonder Valley, Calvin Crest, and Sierra Outdoor Camp in Sonora. This activity will again be fully funded through the site allocations in Goal 1 Action 7 during the 2023-24 school year.

At the secondary level, the district celebrated the success of 207 students awarded the Golden State Seal (The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas) and 75 students awarded the State Seal of Biliteracy (The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who

have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.)

## 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.

As noted above, baseline academic indicators were calculated and posted on the CA Dashboard in the Fall of 2022. Central USD data as of Fall 2022 indicates the following information for all students:

- Chronic absenteeism- Very High
- Suspension Rate-High (Very High for African Americans (AA), Students with Disabilities (SWD), Foster Youth (FY), and Homeless
- ELA Performance-Low
- Mathematics Performance-Low
- Graduation Rate-Medium (Very Low for FY, Homeless, SWD)

A deeper dive into the Dashboard data points to gaps in performance based on subgroup status. Areas of identified need include:

### ELA

- Foster Youth (FY) -Very Low @ 76.3 points below the standard
- SWD-Very Low @ 87.9 points below the standard

### Math

- African American (AA)-Very Low @ 100.1 points below the standard
- FY-Very Low @ 120.6 points below the standard
- Homeless-Very Low @ 118.6 points below the standard
- SWD-Very Low @ 118 points below the standard

After the posting of the 2022 Fall CA Dashboard, Central USD was identified for Differentiated Assistance (DA) based on the graduation rate, chronic absenteeism, suspension rate, and academic performance in math and ELA for SWD, chronic absenteeism, suspension rate, and academic performance in math and ELA for Foster Youth, chronic absenteeism and suspension rate for Homeless and African American students. The district utilizes outside consultants and vendors to support FY and Homeless students. These include Comprehensive Youth Services, All 4 Youth Mentors, and CenCal. To improve attendance and connectedness to school for African American students, the district contracts with FCSS to build site-based capacity with Black Student Unions (BSU) at all 7-12th grade sites. African American students from both high school (HS) and middle school (MS) attended the African American Student Success Conference and sites at both HS & MS have established Ujima clubs in pursuit of student leadership and community service at their school sites. Finally, select high schools and middle schools have hosted parent outreach events for African American parents throughout the school year to establish clear lines of communication, discuss interventions and supports available and help families navigate the rules of the school. Central USD is currently working with staff from the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team in a Network Improvement

Community (NIC) with guidance from West Ed to ensure improvement areas noted above for students with disabilities. The NIC work has prompted the four identified schools to test change ideas that they believe will positively impact outcomes for SWD and have identified the need to study how to spread and scale the ideas that are working. Central USD has added a goal to the 2023-24 plan to address planned actions to implement actions to improve SWD student learning outcomes and graduation rate. This work will be braided with previous DA work based on the 2019 CA Dashboard regarding SWD high school graduation rates, and the College Career Indicator.

Additionally, Central USD provides administrative and instructional support to school sites and teachers. A systematic approach is utilized to continue increases in academic performance. Support staff members coach site administrators and teachers to improve best-first teaching practices, intervention systems, data analysis, and meeting the social-emotional needs of students. Professional learning focused on balanced instruction, using common formative assessments, and unit planning. The district continues with the development of the district's MTSS academic, behavioral, and social-emotional systems to ensure academic achievement and improved student engagement for SWD, ELs, and foster youth. Additionally, Central USD emphasizes continued parent engagement and workshops targeted to empower parents as partners in their student(s) education and focus on aligning resources and services to meet the needs of students to keep them in school and improve learning outcomes.

Central USD has implemented a "Blueprint for Academic Success" that focuses on improved communication, building staff capacity, providing structured feedback, and benchmarks to celebrate progress along the way. Professional learning focuses on monitoring grade-level instruction with increased time dedicated to mathematics, use of consistent guided reading and small group reading in all Tk-2 classrooms, increased implementation and monitoring of daily Designated English Language Development (D-ELD) and highly functioning Professional Learning Communities with frequent data cycles that include a heightened focus on EL students, SWD and historically underrepresented students (FY, Homeless, & AA).

## LCAP Highlights

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

The Central USD LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The Central USD 2021-24 LCAP features goals in 4 areas:

- Goal 1-Central Unified School District will ensure all students meet or exceed academic standards and successfully prepare for college, career, and community.
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The district is committed to creating positive learning outcomes for all students. The district will leverage changes made during school closures and distance learning (COVID-19) that positively impacted student learning. Central USD continues with solid instruction on content appropriate for each grade level with high levels of engagement and high expectations. To re-engage chronically absent students, the district focuses on continuing to provide resources (hotspots, Chromebooks), deploy intensive attendance support services and staff, assign staff for home visits and wellness checks, as well as provide mental health services. Moving through the three years of the plan, the district has worked with educators to ensure the acceleration of learning, equity, and well-being. The work includes mining and employing re-engagement opportunities for students, adjusting tiers 1,2, and 3 Academic, Social-Emotional Learning (SEL), and Behavior Interventions as needed to serve student needs and increase in-person mental health services. Academic support includes intervention and extended day tutoring as needed with continued professional development for staff to support accelerating learning. Off time (summer, spring break) is used for academic academies and credit retrieval. Additionally, staff has implemented diagnostic assessments, reading labs, during and after-school tutoring, and intense monitoring of grade-level instruction and assignments.

During the 2021-22 school year, Central USD crafted the "Blueprint for Academic Success". This plan provided tactics to clearly communicate with all sites, build the capacity of existing staff, provide feedback on implementation, and celebrate successes noted. The district continues the implementation of this blueprint throughout the 2022-23 school year "Blueprint for Academic Success 2.0". The blueprint includes:

- Inclusive classrooms where everyone belongs
- On-grade level instruction with increased time for mathematics (PK-6) and writing (PK-12)
- Small group instruction that differentiates learning to meet every student's needs (EL, GATE, and SWD)
- PLCs that "huddle" frequently around data to improve outcomes for all students (focus EL, SWD, and AA)

The blueprint change ideas are noted below:

- Students who have frequent opportunities to meet and make sense of various types of word problems and tasks will have greater success in mathematics.
- Students that complete at least six (6) IAB/FIAB before Spring Break will be more prepared for the content and environment of high-stakes testing.
- Students allowed to retake assessments after engaging in reteaching/intervention will have greater success in their learning.
- Students that set goals and monitor progress with at least three checkpoints during the year will develop greater self-efficacy and success.

# 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.

Central Unified School District's schools that are eligible for Comprehensive Support and Improvement (CSI) are:

- Glacier Point Middle School
- Central Alternative/Opportunity School (CLASS)
- Pershing Continuation High School

## ***Support for Identified Schools***

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

After reviewing CA Dashboard data as well as multiple local measures, Central Unified School District (USD) researched avenues for differentiated assistance/support and met with Fresno County Superintendent of Schools (FCSS) staff to determine options to dive into continuous improvement work. The district then developed a plan for the 2022-23 school year with the collaboration of FCSS Differentiated Assistance staff and experts from WestEd. Central USD will extend the agreed-upon plan into the 2023-24 school year.

Central USD began CSI work in 2021-22 by forming a Central Networked Improvement Community (CNIC) including CSI schools to study the challenges facing CSI schools and the next steps to address those challenges. When selecting approved interventions, the district staff relied on published resources (i.e. What Works Clearinghouse) to identify evidence-based interventions and specifically selected recommendations with strong evidence around improving adolescent literacy, increasing academic achievement, decreasing dropout rates, and increasing graduation rates. Central USD convened the CSI NIC with CSI-identified school leadership teams to determine the potential causes of poor student performance on dashboard indicators. During the meeting, the district discussed the reviewed criteria and qualifications for each category. This CNIC work continues in the district and at the school site level, with coaching, monitoring, and collaboration between the Area Administrators, site Administrative team, and Site Leadership teams (SLTs).

As the improvement work progressed, each identified site convenes leadership teams that included grade-level representatives, support staff (mental health and safety team), and administrators to meet. Area Administrators guide the site teams through a data-based comprehensive needs analysis. Data reviewed includes classroom observations, academic performance on the Smarter Balance Assessment Consortium (SBAC) test results in English Language Arts (ELA) & Math, local benchmark data, graduation requirement trends, staffing requirements, and a closer look at student subgroups that were not meeting performance goals. Teams also review performance indicators on the CA Dashboard including suspension rates, chronic absenteeism, and graduation rates. Teams conduct a root cause analysis protocol as an entry point to beginning the work of improvement science. Through the root cause analysis, the team identifies key deficits and areas to study more in-depth. The teams also look at the parent, student, and staff educational partner input as well as surveys to incorporate their

experience and voice into the analysis. Teams create a 'next steps' preliminary plan to improve outcomes for all students by using improvement science methods, strategies, and processes.

Central USD provides additional assistance and support for CSI schools by supporting the School Plan for Student Achievement (SPSA) development and revision as well as including CSI elements in the 'Coaches Forum' goals/analysis discussions that are held every trimester. The district office supports the development of the CSI Plans by guiding the schools in a site-level needs assessment, selection of evidence-based interventions, and identifying and addressing resource inequities. During the process of root cause analysis embedded with the ongoing practice, school sites identify existing resource inequities. One resource inequity noted was the need for academic and social-emotional support for students at risk of dropping out. Other resource inequities identified were student need for more curricular support and home visits from the schools' Home School Liaisons, lack of programs to prevent student drug abuse, and a lack of existing consistent academic tutorial support for struggling students. Based on identified resource inequities and approved SPSA goals/action to address those inequities, CSI funding will be allocated to CSI sites, per their plan specifications, to address existing resource inequities and provide means to ensure students close achievement gaps and graduate on schedule.

District Area Administrators for CSI school sites along with Educational Services staff will work during the year with CSI sites to help them monitor and correct actions/strategies in the CSI school plans based on data analysis and the reviewing of root cause analysis elements. Information compiled throughout the year will be shared at all regular School Sites Council (SSC), English Learner Advisory Committee (ELAC), and other parent and staff meetings. In addition, sites will meet quarterly with their own teams (by grade level or department) in tandem with their site mental health staff and safety teams. All revised and target areas for CSI schools will be tied to existing and future LCAP goals, which are aligned with the board-supported superintendent's goals. Additionally, Central USD uses CSI funding to construct, implement, and monitor evidence-based interventions for both Math and ELA at the sites identified. The district has increased the frequency of monitoring for academic success and auditing resources to determine if any resource inequities exist. Central USD Area Administrators continue to work with CSI-identified sites during bi-weekly meetings to guide site administration as they consistently monitor existing inequities and examine data for evidence of new resource inequities. The district continues to work with and solicit support from both the FCSS Differentiated Assistance team to ensure collaboration and additional evaluative lenses on the process and implementation.

### ***Monitoring and Evaluating Effectiveness***

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

CSI schools will have regularly scheduled meetings with their Area Administrators that include progress toward CSI goals and actions as a standing item. In order to monitor and evaluate the implementation of the CSI school plans, these meetings will include an analysis of current performance data as well as the implementation of agreed-upon actions as discussed in their SPSA as well as their 'Coaches Forum' meetings. Area Administrators will recommend continued/revised/or increased activities as needed. Central USD will collect data that is determined sufficient to monitor the implementation and effectiveness of the plan. The district considers local ELA & Mathematics benchmark scores, suspension/expulsion data, attendance, local literacy data, local behavioral and social-emotional service data, and Panorama survey data in addition to the most updated CA Dashboard data in these areas.

CLASS is identified for Comprehensive Support and Improvement based on the overall low graduation rate. To ensure effectiveness and improved graduation rates, CLASS meets individually with each senior student throughout the school year to review all data and metrics associated with their respective academic status. Staff then mailed and customized letter to each of the senior student's parent(s) detailing the various data points related to their current status (at that point in time), and inviting them and their student to meet with the vice principal and principal. The vice principal and principal hold individual meetings with each of our senior students and their parent(s) and conduct a thorough review of the number of credits he/she had earned up to that point in time, the number of credits still required in each respective subject area to meet graduation requirements, and the pacing and projected timeline to complete their graduation requirements. Teachers remain in continuous communication with each of their senior students and their parent(s) to keep them informed of their graduation status throughout the school year. The implementation of this 'hands-on' monitoring will result in improved graduation rates at the site.

Glacier Point and Pershing Continuation High School are identified for Comprehensive Support and Improvement based on overall low academic performance. During their quarterly meetings with leadership teams & parent advisory committees, administrators review the most recent assessment data for Math and ELA. They address progress made and interventions or supports in place to meet student learning needs. Monitoring and metrics that are specific to Pershing Continuation High School include students meeting with their counselors weekly, one-on-one progress reports given to students every Friday in 1st period to allow students to talk to teachers about low grades and missing assignments, every six-week period when the site updates credits, students update their credit profile in their homeroom which helps them to see the consequences of low grades. Additionally every six weeks Pershing has award ceremonies to celebrate students' good choices and growth. When students are not making adequate progress, Student Success Team and 'Mini Student Attendance Review Board (SARB)' meetings are held for students who are struggling. Weekly Academic Game Plan Meetings are held to discuss students struggling with behavior, attendance, or grades. These meetings include Administration, Liaisons, Intervention Counselors, Behavior Support Teachers, Psychologists, the Prodigy Counselor, & Cen Cal Mentors, Student Resource officers, and teachers. Glacier Point uses multiple data points to measure academic interventions. Data includes iReady, SBAC, and the D/F rate. Referral, suspension, and attendance data points are monitored using School Wide Information System (SWIS), Aeries Student Data Information System, and Schoolzilla.

# Engaging Educational Partners

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

Meaningful engagement of parents, students, and other educational partners, including those representing the subgroups identified in Education Code 52052, is critical to the LCAP and budget process. Central USD continues to focus on increasing engagement in the input process. Ongoing consultation with the regional SELPA was embedded in their meetings throughout the school year. District Input sessions included input opportunities for parents/guardians, classified & certificated staff, parent advisory groups, site principals, site middle leaders, and certificated and classified management. Site meetings were also held in person for on-site staff during their regularly scheduled staff meetings in February & March. The district Educational Services team met in January to review data and goal analysis, and the Administrative Leadership Team (ALT) for the district (all classified and certificated department heads, supervisors, managers, directors, assistant superintendents, and area administrators) met on February 6, 2023, to provide feedback, input, and additional suggestions.

The district hosted 4 in-person meetings district-wide and provided interpretation (Spanish, Hmong, Punjabi & Arabic), food, and childcare for the meetings as needed. Live sessions were hosted by the Area Administrators. The sessions featured a review of existing goals/actions as well as personalized technical support for participating in the Thought Exchange web-based survey platform. Town Hall Hosts reviewed the comprehensive strategic planning involved in the LCAP process, accountability both state & local, and improvement anticipated across the state priorities as well as the locally identified priorities. The discussion featured intentional involvement and discussion to elicit meaningful engagement with all educational partners.

All principals solicited input from their staff including teachers, paraprofessionals, and other classified staff, and the ideas and feedback were collected at the district level. Educational Partners were informed of the input process and opportunity to participate in the Thought Exchange by district and school site web postings, flyers-both paper and posted on the district-wide PeachJar (English, Spanish, Arabic, Punjabi & Hmong), Parent Square, telephone messages (English, Spanish, Punjabi, Arabic & Hmong ) as well as social media (Facebook, Instagram, Twitter). Community Liaisons and the Family Outreach Liaison worked with school sites to contact parents and inform them of the opportunities for attendance.

In addition, the Superintendent held more customized meetings with specific educational partner groups and or regionally located educational partners. Most meetings were hosted at the Teague Community Resource Center, but the Superintendent and staff also hosted two meetings at Biola Elementary, due to articulated transportation challenges noted by that community. These meetings were informal and held in the "Coffee Chat" format to encourage a free exchange of information. There were two opportunities for attendance and the time of day was varied to accommodate the different schedules of the community. Feedback trends leaned toward school safety (bullying, supervision, cultural awareness), engaging classrooms/highly qualified teachers (hands on-culturally responsive teaching), and ongoing clear two-way communication including multilingual outreach. Superintendent Coffee Chats were hosted on:

Arabic Language Meetings:  
March 8, 2023  
March 13, 2023



English Language Meetings:

March 27, 2023

March 29, 2023

Punjabi Language Meetings:

April 19, 2023

April 24, 2023

Spanish Language Meetings:

April 26, 2023

May 1, 2023

Hmong Language Meetings:

May 3, 2023

May 8, 2023

District-Wide Meetings, launching a Thought Exchange survey for parents, community members, all administration and including principals were held on the dates noted below:

February 27, 2023-9-10 am- Rio Vista Middle School

February 16, 2023-5-6 pm -Glacier Point Middle School

February 21, 2023-5:30-6:30 pm-El Capitan Middle School

March 7, 2023-6-7 pm - Biola Elementary

Site Input:

February/March staff ( including principal, other administrators, teachers, paraprofessionals, and other classified staff) meeting days (based on site meeting calendar, Spring 2023).

Migrant Parent Advisory Committee (M-PAC), District Parent Advisory Committee (PAC), and District English Learner Advisory Committee (DELAC) representatives informed their site committees of the importance of parent input and encouraged their members to attend. State & Federal staff and the EL department met with M-PAC parents and the DELAC and PAC committees. Once all the input was collected, staff sorted input from both surveys and discussions on a spreadsheet and created charts to share with the Educational Services staff involved in writing and prioritizing goals & actions for the 202-24 LCAP.

Dates for all meetings or engagement input sessions for parent committees are noted below:

March 31, 2023, MPAC

February 6, 2023, PAC

March 3, 2023, DELAC

The SELPA is participating and is available to consult on activities that align with a district's LCAP development and discussions. This includes the following:

- Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews
- Operations Committee Meetings
- Superintendent Governance Council
- FCSS LCAP and Compliance Workshops/Office Hour Meetings
- 1:1 meetings as requested

SELPA Operations Committee Meeting Dates:

September 15, 2022

November 10, 2022

January 26, 2023

February 16, 2023

March 9, 2023

April 20, 2023

May 18, 2023

Superintendent Student Cabinet:

January 30, 2023

English Learner, African American, and Foster Youth Student Group Survey:

March 31, 2023

Local Bargaining Units-

California School Employees Association (CSEA):

- Via Survey March 31, 2023

Central Unified Teachers Association (CUTA):

- April 11, 2023, via Zoom

The plan was posted for Public Comment on May 9-19, 2023. Following the compilation of all input and presentation of the LCAP draft for Public Comment, the PAC reviewed the LCAP and provided feedback to the Superintendent on May 22, 2023, and the DELAC reviewed the LCAP and provided feedback to the Superintendent on May 11, 2023. MPAC reviewed the LCAP and provided feedback to the Superintendent on May 16, 2023.

The Superintendent provided written feedback on comments and that feedback was posted on the district webpage on May 23, 2023. California Dashboard State Local Indicators were presented at the June 27th board meeting. The LCAP went to the board for information and notice of a Public Hearing on May 23, 2023, with the Public Hearing held on June 13, 2023, and board approval occurring on June 27, 2023.

The Central USD Board adopted the 2023-24 budget at the same meeting as the LCAP adoption (52062(b)(2)).

A summary of the feedback provided by specific educational partners.

Input from each district-wide and site-based session, surveys, and the ongoing Thought Exchange survey were collected and collated at the district level. Trends noted in prioritized order were:

Input from each district-wide and site-based session, surveys, and the ongoing Thought Exchange survey were collected and collated at the district level. Trends noted in prioritized order were:

All Groups:

- Safe and Clean Facilities
- Behavioral/Social Emotional Supports
- Highly Qualified Teachers/Staff

Students:

- Graduation Support
- Expand Early College & Career Pathway Option
- Provide Social Emotional Support
- More After School Programs/Extended Learning

Parent Group Input (SSC, ELAC, DELAC, PAC, M-PAC):

- Academic Interventions-Extended Learning
- Safe and Clean Facilities
- Parent Engagement/Multilingual Communication
- Highly Qualified Teachers

Educational Partners Thought Exchange:

- Academic Interventions
- Supports (Behavioral & Social Emotional)
- Safe and Clean Facilities

Superintendent Coffee Chat (hosted in an informal format to encourage a free exchange of information. Overall feedback trends not prioritized):

- School safety (bullying, supervision, cultural awareness)
- Engaging classrooms/highly qualified teachers (hands on-culturally responsive teaching)
- Ongoing clear two-way communication/Multilingual outreach

Certificated Staff:

- Safe and Clean Facilities
- Highly Qualified Teachers/Staff
- Behavioral Supports

Classified Staff:

- Safe and Clean Facilities
- Highly Qualified Teachers/Staff
- Behavioral Supports

Administrators:

- Safe and Clean Facilities
- Highly Qualified Teachers/Staff
- Behavioral Supports

California School Employees Association (CSEA):

- Safe & Clean Schools
- Improve Graduation Rate/Highly Qualified Teachers (tie)
- Behavioral Supports

Central Unified Teachers Association (CUTA):

- Academic Interventions
- Highly Qualified Teachers
- Safe and Clean Facilities/Multilingual Supports (tie)

When asked for ideas of 'other' considerations or input for the 2023-24 added goal for SWDs, Educational Partners frequently mentioned the need for more support staff, lower staff-to-pupil ratios, expanding reading and math interventions, specialized staff training (SPED, Academically at Risk, Culturally Responsive Teaching), continuing parent educational offerings, and increased health staffing.

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

Educational partners were very clear about the need to provide safe and clean facilities, behavioral and social-emotional support, highly qualified staff, and academic interventions.

The 2023-24 LCAP addresses the need for safe and clean facilities in Goal 3 Action 1, "Central US will provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields." Central USD maintains an ongoing commitment to quality facilities that exemplify the commitment to effective, safe, and efficient schools as measured by educational partners survey, Williams Act inspections and hearings, and the annual Facilities Inspection Tool or "FIT". Additionally, staff, teachers, and students are surveyed to rate their thoughts on school safety and school climate. Each of the commitments noted in the Central USD LCAP is part of the continuing pursuit of engaging students and parents at school by providing a safe, positive environment and implementing systems that serve the need of staff and families thereby generating improved student learning outcomes. There has been an expansion of custodial staff at sites and the district is currently in the process of hiring additional campus liaisons to assist with break time supervision. The district is currently in the process of upgrading and replacing security cameras at all sites and has a structured plan for addressing the need for sidewalks, and crosswalks and enhancing curb appeal at sites.

In response to the input for complete behavioral and social-emotional support, Goal 2 embraces Social Emotional Learning (SEL) and mental health and behavioral support by implementing and refining the MTSS for Social-Emotional Learning (SEL) and the MTSS for Behavior. These support systems will include professional learning for staff, resources for specialized student monitoring and support, and a curriculum to help students make healthy choices both emotionally and behaviorally. The district provides Intervention Counselors at every school site and certificated personnel for site-based 'Thinkerys'. The district is hiring a Board Certified Behavior Analyst to support the work of the BAIT team.

The need for Highly Qualified Teachers/Staff is addressed in Goal 2 Action 3, "Broad Course of Study with Appropriately Credentialed Teachers". As articulated in this action, Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce class size, add positions to address growth, and provide increased course offerings at secondary based on need (e.g. EL, Foreign Language, and SpEd.) The district will also seek to partner with outside institutions and colleges to support master's programs in Reading, STEM, and Administration to enhance the skills of our appropriately credentialed staff and ensure the first best teaching for our students. With additional staff maintaining class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning. Central USD will participate in various local University job fairs: CSU, Fresno, Fresno Pacific; National University; Recruit 99 CSUF Fresno State. Our district will also partner with various out-of-state Universities to recruit qualified candidates.

Other frequently mentioned district needs included academic intervention which is addressed in Goal 1 through actions that create a deliberate and articulate multi-tiered system of support (MTSS framework) that uses data to help match academic assessment and instructional resources to each and every student's needs. In addition, Goal 1 gives funds to sites to customize additional support at their site, provides Instructional Support Coaches (ISCs) to supply professional learning for teachers, supports libraries, ongoing assessment, and Career Technical Education (CTE), and expands services to support English Learners and their teachers.

# Goals and Actions

## Goal

Goal #	Description
1	Central Unified will ensure all students meet or exceed academic standards and are prepared for college, career, and community.

An explanation of why the LEA has developed this goal.

The CA Dashboard measures how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. Data on the 2019 Dashboard indicated both ELA and Math were 'yellow'. While ELA performance increased by 3.3 points, overall, Central USD students were still 13.6 points below standard. Math performance increased by 6.1 points in 2019 however, Central USD students were still scoring 46.5 points below the standard.

As noted in the earlier Identified Needs section of this plan Central USD data as of Fall 2022 indicates the following baseline information for all students:

- English Learner (EL) Progress –Medium
- Graduation Rate- Medium
- ELA Performance-Low
- Mathematics Performance-Low

A deeper dive into the Dashboard data points to gaps in performance based on subgroup status. Areas of identified need include:

**ELA**

- Foster Youth (FY) -Very Low @ 76.3 points below standard.
- SWD-Very Low @ 87.9 points below standard.

**Math**

- African American (AA)-Very Low @ 100.1 points below standard.
- FY-Very Low @ 120.6 points below standard.
- Homeless-Very Low @ 118.6 points below standard.
- SWD-Very Low @ 118 points below standard.

With reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for LI, EL, & FY had plateaued at low for all ELA indicators throughout at low or very low for mathematics. Local data shows more ongoing progress for the 2022-23 school year. ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above

grade level as measured from Fall 2022 assessments to Spring 2023.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA Performance Indicator CA Dashboard</p> <p>Note: Local assessment will be used until CA Dashboard results become available</p>	<p>Data Year 2020-21 Data Source: CA Dashboard</p> <p>iReady Reading - 44% students mid or above grade level or early on grade level</p>	<p>Data Year 2021-22 iReady Reading End of the Year -students mid or above grade level or early on grade level</p> <p>All: 40% EL: 17% FY: 29% LI: 34% SWD: 16%</p>	<p>Data Year 2022-23 iReady Reading End of the Year -students mid or above grade level or early on grade level</p> <p>All: 24 % EL: 16% FY: 43% LI: 29% SWD: 6%</p> <p>Data Year 21-22 Data Source CA Dashboard:</p> <p>ELA All: 41% standard met and above (OR 24.8 points below standard--LOW) EL: 14 % standard met and above (52.7 points below standard --LOW) FY: 22% of standard met and above (OR 76.3 points below standard-VERY LOW)</p>		<p>Data Year 2022-23 iReady Reading End of the Year -students mid or above grade level or early on grade level</p> <p>All: 39% EL: 31% FY: 45% LI: 39% SWD: 21%</p> <p>Data Year 2022-23 Data Source CA Dashboard:</p> <p>ELA All: 20 points below standard-Medium EL: 47 points below standard-Medium FY: 71 points below standard-Low LI: 20 points below standard-Medium SWD: 20 points below standard-Low</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			LI: 34% standard met and above(OR 42 points below standard--LOW) SWD: 11 % standard met and above (OR 87.9 points below standard--VERY LOW)		
<p>Math Performance Indicator CA Dashboard</p> <p>Note: Local assessment will be used until CA Dashboard results become available</p>	<p>Data Year 2020-21 Data Source: iReady Math - 32% students mid or above grade level or early on grade level</p>	<p>Data Year 2021-22 iReady Math End of the Year-students mid or above grade level or early on grade level</p> <p>All: 37% EL: 17% FY: 19% LI: 30% SWD: 16%</p>	<p>Data Year 2022-23 iReady Math End of the Year -students mid or above grade level or early on grade level</p> <p>All: 23% EL: 12% FY: 17% LI: 21% SWD: 15%</p> <p>Data Year 21-22 Data Source CA Dashboard: Math</p> <p>All: 26.6% (OR 64.6 points below standard--LOW) EL: 7.9% (OR 81.7 points below standard --LOW)</p>		<p>Data Year 2023-24 Data Source: iReady Math End of the Year-students mid or above grade level or early on grade level</p> <p>All: 32% EL: 21% FY: 26% LI: 30% SWD: 24%</p> <p>Data Year 2022-23 Data Source CA Dashboard: Math</p> <p>All: 62 points below standard-Medium EL: 77 points below standard-Medium FY: 116 points below standard-Low</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			FY: 12.3% (OR 120.6 points below standard--VERY LOW) LI: 16.6% (OR 80.4 points below standard --LOW) SWD: 7.2% (OR 118 points below standard-VERY LOW)		LI: 113 points below standard-Medium SWD: Low
College Career Indicator-CA Dashboard  Note: Local measures will be used until CA Dashboard results become available (A-G & CTE Completion Rate)	Data Year 2019-20 Data Source: CALPADS  46% of pupils who completed a CTE pathway & also met UC/CSU A-G requirements	Data Year 2020-21 Data Source: CALPADS  All: 44.8% EL: * FY: * LI: 41.6% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Data Year 2021-22 Data Source: CA Dashboard  Pupils who completed at least one CTE pathway & also met UC/CSU A-G requirements as calculated for the Fall 2022 CA Dashboard (Baseline Reset)  All: 7.4 % EL: * FY: * LI: 6.3% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a		Data Year 2023-24 Data Source: CA Dashboard Indicator  Pupils completed a CTE pathway and met UC/CSU A-G requirements  All: 9.4% EL: 4.7% FY: 2.0% LI: 8.3% SWD: 2.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			selected student population (cohort students) is 10 or fewer.		
EAP ELA Note: Local data will be used to determine until CAASP results become available	Data Year 2019-20 Data Source: CAASPP 55% of pupils scoring conditionally ready or higher	Data Year 2020-21 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 40% EL: 15% FY: * LI: 37% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Data Year 2021-22 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 47% EL: 9% FY: * LI: 39% SWD: 14%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer./		Data Year 2022-23 Data Source: CAASPP  Pupils scoring ready or higher  All: 64% EL: 39% FY: 24% LI: 61% SWD: 24%
EAP Math Note: Local data will be used to determine until CAASP results become available	Data Year 2019-2020 Data Source: CAASPP	Data Year 2020-21 Data Source: CAASPP	Data Year 2021-22 Data Source: CAASPP		Data Year 2022-23 Data Source: CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26% of pupils scoring conditionally ready or higher	<p>Pupils scoring conditionally ready or higher</p> <p>All: 17% EL: 6% FY: * LI: 14% SWD: *</p> <p>*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p>	<p>Pupils scoring conditionally ready or higher</p> <p>All: 16% EL: 2% FY: * LI: 12% SWD: 1%</p> <p>*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer..</p>		<p>Pupils scoring ready or higher</p> <p>All: 35% EL: 24% FY: 18% LI: 32% SWD: 18%</p>
Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Data Year 2020-21 Data Source: CA Dashboard Full implementation	Data Year 2021-22 Data Source: CA Dashboard Local Indicator Full Implementation	Data Year 2022-23 Data Source: CA Dashboard Local Indicator Full Implementation		Data Year 2023-24 Data Source: CA Dashboard Local Indicator Full Implementation and Sustainability
English Learner Progress Indicator (ELPI)	Data Year 2018-19 Data Source: CA Dashboard Fall ELPI  48.1%	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 16% Level 3- 39% Level 2- 32%	Data Year 2022-23 Data Source: CA Dashboard ELPI = 'Medium' 51.4% of ELs making progress toward English language proficiency		Data Year: 2023-24 Data Source: CA Dashboard Fall 2023 ELPI= 'High' 55% of ELs making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 1- 13%			
EL Reclassification Rate	Data Year 2020-21 Data Source: DataQuest  4.4% reclassification rate	Data Year 2021-22 Data Source: Aeries* *Data Source changed to local information to  11% reclassification rate reflect the most current data.	Data Year 2022-23 Data Source: Aeries  10% reclassification rate (Spring Window 2023)		Data Year 2023-24 Data Source: Aeries  20% reclassification rate
A-G & CTE Completion Rate	Data Year 2019-20 Data Source: CALPADS  46% of pupils who completed a CTE pathway & also met UC/CSU A-G requirements	Data Year 2020-21 Data Source: CALPADS  Pupils who completed a CTE pathway & also met UC/CSU A-G requirements  All: 44.8% EL: * FY: * LI: 41.6% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a	Data Year 2021-22 Data Source: CA Dashboard  Pupils who completed at least one CTE pathway & also met UC/CSU A-G requirements-as calculated for the Fall 2022 CA Dashboard (Baseline Reset)  All: 7.4 % EL: * FY: * LI: 6.3% SWD: *		Data Year 2023-24 Data Source: CALPADS/CA Dashboard Indicator if applicable  Pupils completed a CTE pathway and met UC/CSU A-G requirements  All: 56% EL: 11% FY: 11% LI: 52.8% SWD: 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		selected student population (cohort students) is 10 or less.	*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.		
A-G Completion Rate	Data Year 2019-20 Data Source: DataQuest 37.5%	Data Year 2020-21 Data Source: DataQuest  All: 43.5 % EL: 13.3% FY: * LI: 33.5% SWD: 12%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Data Year 2021-22 Data Source: DataQuest  All: 36.6% EL: 11.9 % FY: * LI: 34.9% SWD: 12.3%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.		Data Year 2022-23 Data Source: DataQuest  All: 46.5% EL: 16.3% FY: 37.9% LI: 36.5% SWD: 15.3%
CTE Completion Rate	Data Year: 2019-20 Data Source: Aeries 99 %	Data Year 2020-21 Data Source: Aeries	Data Year 2021-22 Data Source: Aeries		Data Year 2023-24 Data Source: CALPADS EOY1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All: 95% EL: 78% FY: * LI: 95% SWD: 95%  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or less.	All: 96% EL: *% FY: *% LI: 94% SWD: *%  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or fewer.		65%  All: 99% EL: 95% FY: 95% LI: 99% SWD: 99%
AP Pupils Scoring 3 or higher on the yearly examination	Data Year 2019-2020 Data Source: CollegeBoard 64.1%.	Data Year 2020-21 Data Source: CollegeBoard  All: 65% EL: 20% FY: * LI: 62% SWD: 40%  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or less.	Data Year 2021-22 Data Source: CollegeBoard  All: 73% EL: 25% FY: * LI: 69% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or fewer.		Data Year 2022-23 Data Source: CollegeBoard  All: 78.1% EL: 33.1% FY: 8.1% LI: 75.1% SWD: 53.1%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access To Core	Central USD will provide access to core curriculum materials in all content areas (Math, ELA, ELD, Science, Social Science, VAPA & PE.) The district will use Central's Standards Maps to monitor the implementation and alignment of curriculum to state standards to ensure student learning. In addition, the district will review state frameworks and content standards to select state-adopted materials according to adoption cycles and create an implementation plan.	\$2,674,744.30	No
1.2	Literacy Rich Schools	<p>Central USD's CAASPP ELA and Math performance indicators show improvement in language arts and mathematics is needed concerning English Learners (ELs), Low Income (LI), and Foster Youth (FY) subgroups as noted in the metric section. Given that the district is a rich mix of rural and urban settings, with little or no public transportation, access to library service can be extremely limited for families of EL, LI, and FY. A needs assessment and educational partner feedback show that additional access to library services, as well as support for staff from instructional coaches, is needed to support EL, LI, and FY academic performance. To support equity of access to library services and literacy-rich environments for EL, LI, and FY students, Central USD will systematically create a more robust and accessible library system for EL, LI, and FY students to close achievement gaps noted in ELA and Math.</p> <p>Additionally, the district will hire Instructional Support Coaches (ISC) to train staff to utilize small group instruction that emphasizes academic literacy in both ELA and math and guided reading, in tandem with the frequent use of data to ensure that LI, EL, and FY students are mastering grade-level standards. The additional Instructional Support Coaches, are specifically targeted to support school sites as they examine intervention systems and research-based instructional practices intensively focused to meet the needs of LI, FY, and EL students that need extra academic help.</p> <p>Central USD will support teacher-librarians at secondary schools to develop research skills utilizing e-books and digital resources in English and other languages. To further expand access to library</p>	\$4,808,105.68	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>services and public access to additional services at the school sites by extending access, to materials, books, and online subscriptions, the district will continue to foster partnerships with the county library to bring literacy to our community and support English Learners (ELs), Low Income (LI), and Foster Youth (FY) subgroups with additional literacy opportunities and language development tools.</p> <p>We expect that the ELA and Math achievement data as measured by local assessments and CAASPP for EL, LI, and FY students will increase as the services are designed to meet the literacy needs most associated with EL, LI, and FY students. However, because we expect that all students needing additional support in ELA and Math will benefit, this action is provided on a district-wide basis.</p>		
1.3	Multi-Tiered System of Support-Academic Tier 1	<p>Central USD will utilize effective elements of instruction to ensure academic achievement for students struggling academically, students with disabilities, and students that are gifted (GATE). The district will provide Tier 1 services (identifying what each student needs in the classroom and designing services and instruction to match the needs of students) to all pupils by providing supplemental ELA and Math materials with specialized instruction to increase literacy and numeracy in ELA and Math. Central USD will provide staff (including certificated, classified, Special Education, GATE, &amp; Migrant) to meet the needs of all Tier 1 students. Research demonstrates that students who have attended early education programs are more prepared for school in early literacy and mathematics skills, and less likely to be retained or identified for Special Education. As noted in the Universal Prekindergarten Planning and Implementation Grant Program Plan, all students in Central Unified will have access to early education beginning in preschool and transitional kindergarten to prepare for Kindergarten. This is aligned with our Blueprint for Academic Success including the strategic efforts to assist EL learners and special education students. These actions will positively impact district learning goals including graduation rates, in turn, affecting college and career success.</p>	\$9,385,232.65	No



Action #	Title	Description	Total Funds	Contributing
1.4	Multi-Tiered System of Support-Academic Tier 2-3	<p>Central USD's CAASPP ELA and Math performance indicators show overall performance gaps with respect to English Learners (ELs) and Low Income (LI), Foster Youth (FY) subgroups when compared to the performance of all students. A needs assessment determined the identified student groups need increased Just-in-Time Teaching and customized learning areas to enable differentiated instruction and individualized learning during interventions. This need is based on meaningful formative student performance data as well as CA Dashboard data.</p> <p>To close this academic achievement gap, Central USD will continue to provide intervention services. The district will provide supplemental staff, instruction, and materials to support the services. Services will include math and ELA intervention, before/after school tutoring, paraprofessional support, Saturday School, and Summer School to address the academic needs of English Learners (ELs), Low Income (LI), and Foster Youth (FY) students. Additional supplemental services will allow these students to have above and beyond instructional times, greater individualized support, and scaffolds needed to access learning opportunities. To support these services, paraprofessional time in classrooms will be increased to a full day.</p> <p>This action will include working with instructional support coaches for differentiated instruction to meet the specific needs of the identified student groups. This support includes providing support for the staff involved regarding diagnostic testing, data analysis, and aspects of effective intervention and academic support. In addition, the district will support schools identified as Tier 1 and Tier 2 based on unduplicated pupil percentages (UPP). The methodology we used to determine which sites have the greatest need for additional staffing was an analysis of academic data (local, CAASPP, etc.). The needs assessment has also highlighted the need for enhanced facilities. This could include physical improvements to the learning environment, such as updated classrooms, well-equipped labs, or dedicated spaces for intervention sessions. Educational partners and site staff believe</p>	\$33,685,836.78	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that 21st-century facilities contribute to a more conducive learning environment, which can positively impact student engagement, motivation, and overall academic performance for the identified student groups. The district will expand and improve flexible learning environments including configuring areas to facilitate small group instruction and customized learning spaces, based on academic progress in terms of the number of EL, FY, or LI students. Customizing learning spaces will allow for 'just in time' teaching to occur, allowing the increased staffing support to pull small groups for frontloading instruction, reteaching, diagnostic or formative assessment, or one on one, differentiated instruction.</p> <p>Based on the data those schools identified are Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague, and Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation. The staff positions supported for services at Tier 1 and Tier 2 schools will continue to include positions added during the 2023 school year and continuing through the 23-24 SY. In addition, each of the Elementary focus schools has analyzed their student performance data and identified one focus grade level for continuing added paraprofessional support. Some examples of customized services for EL, LI, and FY students would include short-term Speech Language Pathologists (SLPs) services (4-8 weeks) that may target articulation or phonological needs during small group or one-on-one instruction. SLP services might also include direct instruction and consultation with parents and staff. Again, these services and systems are structured to be above and beyond baseline services to academically struggling students. These additional staff will engage in intensive problem-solving, data evaluation, additional communication and collaboration, capacity building, and leadership support at Tier 1 &amp; 2 school sites. School psychologists will actively advocate for and participate in implementing MTSS in their schools to facilitate the selection of evidence-based curriculum and interventions, administer psychometrically sound universal screening and progress monitoring tools, and support fidelity of implementation serving students. School psychologist services will be provided for social-emotional issues in small group settings over 4-8 week sessions to assist students with</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>working through issues that can impact learning and safety such as conflict resolution, stress management, and generally learning new social skills to allow the students to focus on learning and healthy relationships with friends. Other contributing services might include participating on the MTSS team, or Student Study Team, or providing limited contact with students based on a specific need--and of course, a School Psychologist, counselor, or other trained professional can do suicide/self-harm screenings as needed.</p> <p>The continued staffing of an additional vice principal, TOSA, and support staff (clerical, SIS manager, etc.) are deployed to provide targeted services identified in the analysis above. The additional positions will ensure a clearly articulated MTSS system of support--these support providers will continually look at EI, FY, and LI students, through the lens of the effectiveness of academic interventions, standards mastery, and improving student learning outcomes. Details to be noted include ensuring effective classroom instruction where everyone belongs and monitoring on-grade-level instruction that differentiates learning to meet every EL, LI, and FY student's need. This intensive focus on communicating and monitoring the EL, LI, and FY students facilitates rapid connections between team members and allows for staff to engage in 'just-in-time teaching', and closes the achievement gap for EL, LI, and FY students.</p> <p>This funding and additional staffing will be above the site's allocation of Local Control Funding Formula (LCFF) normal site allocation as detailed in Action 7. The funds will be used to support the unique ELA and Math needs of ELs, LI, and FY that have been identified through a yearly needs assessment. These additional supports include; push-in teachers, intervention teachers, language support, and instructional assistants, which will provide increased opportunities for curriculum and instruction that best meets the learning needs of FY, LI, and EL students. Past practice has shown that providing the resources to the site directly facilitates customization of differentiated academic support and lessens Central USD's CAASPP ELA and Math overall performance gaps for students that are EL, FY, and LI. This funding</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>will be monitored by district staff and is intended to serve the needs of EL, FY, and LI students with incomplete or unfinished learning.</p> <p>This action is designed to meet the needs most associated with English learners, low-income, and foster youth. Because we expect all students struggling academically will benefit, the site allocations are provided on a district-wide basis. Site-specific services identified for Tier 1 and Tier 2 schools noted above will be provided exclusively to those mentioned sites. We expect this action to continue to increase ELA and Math CAASPP and local assessment scores for English learners, and low-income, and foster youth students.</p>		
1.5	Assessment & Professional Learning Communities (PLCs)	Central USD will administer common formative and summative assessments for core areas. The district will use its data analytics system to facilitate data processing, compilation, and distribution to sites and further support real-time adjustments to instruction as well as provide time for PLCs to use this data to monitor progress and adjust instruction as needed.	\$1,360,749.54	No
1.6	Professional Development & Instructional Support Coaches (ISC)	Central USD's CA School Dashboard ELA and Mathematics Performance Indicators show improvement has occurred, but support is still needed to provide professional learning to the classroom teachers and improve student learning outcomes. To address the need for improved academic achievement, Central USD will provide professional development for Pre- K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity. The district will support the instructional coaching model with eight Instructional Support Coaches (ISCs) to ensure new learning from professional development is successfully implemented to accelerate student learning. With at-the-elbow coaching, classroom teaching for high-needs students (including EL, FY, LI, and SWD) will feature the effective elements of instruction (The Central Way &	\$239,283.18	No

Action #	Title	Description	Total Funds	Contributing
		Blueprint for Academic Success) to bridge equity gaps and access the core, thereby improving student mastery of grade-level standards.		
1.7	Allocations to School Sites	<p>Based on Central USD's state and local ELA and Mathematics Performance data, English Learners (EL), Foster Youth, (FY), and Low Income (LI) students are experiencing academic achievement gaps in math and ELA when compared to other student groups. Feedback from parents and staff indicates a desire to offer more individualized supplemental resources and interventions at the school sites for FY, LI, and EL students.</p> <p>With the knowledge that each school site in Central USD has unique needs tailored to their FY, LI, and EL students, sites will be allocated funding based on the number of FY, LI, and EL students enrolled at their site. All site expenditures from the allocation are discussed with educational partners and the consensus is reached by the school site council/leadership teams. Expenditures are tied to actions/strategies to close learning gaps noted for FY, LI, and EL students and are articulated in the school site plan. All expenditures are based on district and site needs assessments examining the unique needs of FY, LI, and EL students. Based on the needs the focus is on supplementary instructional materials for literacy and numeracy, ELD, and interventions as well as technology hardware and software to support student access to supplementary materials and improved services. Secondary site expenditures will also include actions and strategies to support credit retrieval, additional academic counseling, expanded career counseling, or college readiness. Along with site allocations, the district will set aside funding for school sites to invest in an ongoing guaranteed educational enrichment trips program. The program will provide IFY, LI, and EL students an equal opportunity to experience new and creative learning outside the four walls of the classroom. Site Area Administrators will collaborate with the Educational Services Assistant Superintendent and the Director of State &amp; Federal Programs to monitor all actions and expenditures to ensure that staff is addressing the learning gaps of the FY, LI, and EL students pupils at their site. In order to most effectively meet the goals</p>	\$2,411,974.67	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>of target students, schools will follow district-established guidelines and protocols to ensure expenditures adhere to funding requirements and are designed to meet the needs most associated with FY, LI, and EL students.</p> <p>This action is designed to meet the needs most associated with EL, LI, and FY students. However, because we expect that all students struggling academically will benefit, this action is provided on a district-wide basis. We expect this action to continue to increase ELA and Math state and local scores, improve student engagement, as well as increase the number of students ready for college and careers.</p>		
1.8	College & Career Pathways	<p>Central USD students will provide access to career technical education (CTE) and dual enrollment pathways. The district will expand pathways based on student needs, industry advice, and labor workforce rates with an emphasis on recruiting and supporting student enrollment for underrepresented student groups. By improving access for students to CTE and dual enrollment, Central USD expects to improve their motivation and interest in school and increase the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator on the CA Dashboard.</p>	\$167,140.00	No
1.9	English Language Proficiency for all English Learners	<p>A local needs assessment focused on the unique needs of ELs revealed that teachers need additional professional development to support ELs within the classroom to support learning English while simultaneously learning academic content. Educational partners expressed the need for additional support for newcomer students. These needs are supported by the fact that English learner data lag behind all students in graduation rates and ELA and Math state and local data. With reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for ELs had plateaued at low for all ELA indicators throughout at low or very low for mathematics. Local data shows more ongoing progress for EL</p>	\$10,375,769.41	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students for the 2022-23 school year. ELA iReady data shows an increase of 11% of EL students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Early results of Math iReady data show an increase of 9% of EL students at or above grade level as measured from Fall 2022 assessments to Spring 2023.</p> <p>To close the above-noted achievement gaps, Central USD will provide teacher training to develop deep knowledge of the ELA/ELD Framework. To ensure rapid language acquisition and accelerated academic achievement for new students the Supervisor for EL Services will monitor the intake and classroom placement systems for EL students and provide parents of newcomers with an orientation workshop with their students to ease their transition to school. Increased attention to the implementation of Designated and Integrated instruction will be used to support the instruction and comprehension of grade-level content. Additionally, the district will continue work in the Central Network Improvement Committee for English Learners (CNIC-EL) to use Improvement Science to make measurable changes for English learners in the district. The CNIC-EL will begin with seven elementary Tier 1 and Tier 2 school sites. Observations, data, and English Learner strategies continue to drive CNIC-EL work for these seven elementary sites with EL Teachers to support collaborative teaching/push-in model for Integrated and Designated ELD. EL teachers were hired and assigned to seven Tier 1 and Tier 2 elementary sites during the 2022-23 SY and will continue to support strategies and best practices alongside classroom teachers for ELD instruction. In addition, the district hired a Newcomer Teacher-Itinerant to support regular classroom teachers as they welcome students new to the state or country to their classrooms. During the 2023-24 SY, the district will add additional EL teachers to be assigned to the next levels of prioritized school sites (based on UPP). Central USD will also add another Newcomer Teacher-Itinerant. The district will hire primary language tutors(classified) for placement at Tier 1 UPP schools. Along with professional development, the district will provide in-class instructional coaching support (ISC EL) and supplemental resources that increase teacher capacity for implementation of the ELA/ELD Framework and support EL students</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>within the classrooms with the needed language embedded supports that are necessary for students to be able to successfully access grade-level learning skills and concepts. Ongoing research-based training will be provided for paraprofessionals as well.</p> <p>This action is designed to meet the needs most associated with English learners. We expect this action to continue to increase ELA and Math state and local scores as well as increase the graduation rate for English learners.</p>		

## Goal Analysis [2022-23]

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

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

As noted in Action 1, Access To Core, Central USD provided access to core curriculum materials in all content areas (Math, ELA, ELD, Science, Social Science, VAPA & PE.) Central USD supports and has implemented Visual and Performing Arts (VAPA) as part of its robust core curriculum. Elementary general music, band, and choir classes were reinstated in 2021-22 after the removal of most of the covid restrictions. Students' enthusiasm and participation remained high all year as they were able to engage in music once more. Middle school teachers reinstated their practice of visiting each of their feeder elementary sites to teach lessons and encourage students to continue their musical studies in band and choir. Elementary dance also resumed. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

In Action 2, Literacy Rich Schools, Central USD supported equity of access to library services and literacy-rich environments for EL, LI, and FY students, and created a more robust and accessible library system for the EL and FY students to close achievement gaps in ELA and Math. Additionally, in elementary schools, the district supported and trained staff to utilize small-group instruction that emphasized academic literacy in both ELA and math. Central USD supported teacher-librarians at secondary schools to develop research skills utilizing e-books and digital resources in English and other languages. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

In Actions 3 & 4, the district utilized effective elements of instruction to ensure academic achievement for students struggling academically, students with disabilities, and students that are gifted (GATE). The district provided Tier 1 services to all pupils by providing supplemental ELA and Math materials with specialized instruction to increase literacy and numeracy in ELA and Math. To further close this academic achievement gap, Central USD provided intervention services for MTSS Academic support (Tiers 2-3). The district provided supplemental staff, instruction, and materials to support the services. Services included math and ELA intervention, before/after school tutoring,



paraprofessional support, Saturday School, and Summer School to address the academic needs of English Learners (ELs), low-income (LI), and Foster Youth (FY) students. Additional supplemental services allowed for these students to have above and beyond instructional times, greater individualized support, and scaffolds needed to access learning opportunities. Analysis revealed no substantive differences between planned actions (though expenditures increased significantly to implement the action--see below) as stated in the plan and actual implementation.

Action 5, Assessment & Professional Learning Communities (PLCs) was fully implemented by the district. Central USD administered common formative and summative assessments for core areas. The district used its data analytics system to facilitate data processing, compilation, and distribution to sites and further support real-time adjustments to instruction as well as provide time for PLCs to use this data to monitor progress and adjust instruction as needed. The district utilized outside vendors (Acadience Learning, Illuminate, iReady, and iReady) to expand and enhance the analysis of data as provided for the use of the PLCs. These additions expanded the implementation of planned actions as stated in the plan and actual implementation.

To implement Action 6, the district provided professional learning to the classroom teachers including Pre- K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity. The district supported the instructional coaching model with eight Instructional Support Coaches (ISCs) to ensure new learning from professional development was successfully implemented to accelerate student learning. These additions expanded the implementation of planned actions as stated in the plan and actual implementation.

Action 7 noted the need to increase the number of EL, LI, and FY students prepared for college and career, the district heeded feedback from parents and staff indicating a desire to offer more individualized supplemental resources and interventions at the school sites for FY, LI, and EL students. With the knowledge that each school site in Central USD has unique needs tailored to their FY, LI, and EL students, sites were allocated funding based on the number of FY, LI, and EL students enrolled at their site. All site expenditures from the allocation were discussed with educational partners and a consensus is reached by the school site council/leadership teams. Site allocations that were approved appeared in the school's School Plan for Student Achievement (SPSA). Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

In Action 8, Central USD provided students access to career technical education (CTE) and dual enrollment pathways. The district provided pathways based on student needs, industry advice, and labor workforce rates with an emphasis on recruiting and supporting student enrollment for underrepresented student groups. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation. Educational partners should note that data collection for this metric has transitioned back to the CA Dashboard College Career Indicator or CCI. 2021-22 should be considered as an updated baseline year.

To fully implement Action 9, and to ensure rapid language acquisition and accelerated academic achievement for new students, the Supervisor for EL Services monitored the intake and classroom placement systems for EL students and provided parents of newcomers with an orientation workshop with their students to ease their transition to school. To close noted achievement gaps, Central USD provided teacher training to develop deep knowledge of the ELA/ELD Framework. Additionally, the district hired a newcomer teacher to support teachers district-wide. Along with professional development, the district will provide in-class instructional coaching support (ISC EL) and supplemental resources that increase teacher capacity for implementation of the ELA/ELD Framework and support EL students within the

classrooms with the needed language embedded supports that are necessary for students to be able to successfully access grade-level learning skills and concepts. The district identified 7 high-need, high-EL population elementary sites to participate in an Improvement Network for ELs(CNIC). With the convening of this CNIC, the district hired 7 Teachers on Special Assignment (TOSAs) to collaboratively teach with regular classroom teachers at the sites. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

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

Action 1, Access To Core expenditures increased in books and supplies by \$849,233. This material difference was due to increased curriculum costs throughout the school year. Additional curriculum purchases were necessary to continue to meet the needs of students as there is a continued impact for some student groups due to school closure.

Action 2, Literacy Rich Schools, saw increased expenditures of \$308,507 as a result of salary increases from the settlement of labor negotiations added to the cost of this action.

Action 3, MTSS Tier 1 for Academic Support, increased expenditures increased by \$42,237,017 due to the continued infusion of federal COVID Funds, carryover, and/or deferred revenue, and in addition to added funds for special education (Learning Recovery Support Dispute Prevention, and Dispute Resolution). This funding was used to hire full-time universal transitional kindergarten aides and intervention teachers and expand paraprofessional support for elementary schools. It is not the expectation of the district for this large of a difference to occur regularly, rather this correction is seen as an outcome of the reaction to student needs demonstrated during the school year, and the continuing evolution of managing one-time funding designed to mitigate the effects of school closure.

Action 4, MTSS Tier 2 & 3 for Academic support increased expenditures increased by \$48,230,876 due to the addition of the Expanded Learning Opportunities Program (ELOP) providing extra staffing and increasing programs offered extended day services as well as the continued salaries of positions added during the 2023 school year (VP at Teague, Student Information System (SIS) Manager, and Principal's Secretary at COHS. It should also be noted that there were salary increases from the settlement of labor negotiations added to the cost of this action.

Action 5, Assessment & Professional Learning Communities, showed a large increase in expenditures. The cost of this activity increased by \$1,362,789 as additional funding from the Educator Effectiveness Block Grant in conjunction with the continued infusion of federal COVID Funds, carryover, and/or deferred revenue, was used to support a data analytics system to facilitate data processing, compilation, and distribution to sites and further support real-time adjustments to instruction as well as provide time for PLCs to use this data to monitor progress and adjust instruction as needed. In addition, the district utilized outside vendors/programs (Acadience Learning, Illuminate, and iReady) to expand and enhance the analysis of data as provided for the use of the PLCs. It is not the expectation of the district for this large of a difference to occur regularly, rather this correction is seen as an outcome of the reaction to student needs demonstrated during the

school year, and the continuing evolution of managing one-time funding designed to mitigate the effects of school closure and to best meet the needs of students.

Action 6, Professional Development & Instructional Support Coaches (ISCs), showed an increase of \$2,918,257. This increase was primarily reflected in an increase in books and supplies and salary/benefits. The added books and supplies were used to support professional learning and salary increases were a result of salary increases from the settlement of labor negotiations and added to the cost of this action.

Action 7, Allocations to School Sites, saw an increase of \$746,102. This increased expenditure is a result of salary increases from the settlement of labor negotiations added to the cost of this action.

Action 8, College & Career Pathways, expenditures increased by \$733,236. This increased expenditure is a result of salary increases from the settlement of labor negotiations added to the cost of this action.

Action 9 English Language Proficiency for all English Learners, expenditures increased by \$706,951 due to salary increases from the settlement of labor negotiations added to the cost of this action.

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

Action 1, Access to Core, the district provided access to the core curriculum in all content areas was provided to all students in the Central Unified School District. Instruction was guided by district-created Priority Standards Maps, as well as monitoring the implementation and alignment of the curriculum to state standards to ensure student learning. The State frameworks and content standards were used as a guide to select and adopt curriculum based on adoption cycles. VAPA continues to be supported at school sites throughout the school year. Each site presented its own virtual concert in the spring demonstrating the technique students learned during the year. Middle and high school performance groups for dance, concert and marching bands, jazz bands, choir, guitar, percussion, and strings performed at several festivals, competitions, and concerts throughout the year. Musical ensembles performed tremendously at local, regional, and state events frequently achieving unanimous superiors for their performances. Theatre productions, grades 7-12, made a seamless transition from pre to post-covid demonstrating that thespians can and did carry on a high level of performance. Visual art students at the high school level had a great showing at the Fresno Fair with a larger number of students receiving first-place recognition than before.

In Action 2, Literacy Rich Schools, the district implemented the utilization of Reading Labs, and Math Labs on our Elementary and Secondary campuses have provided additional opportunities for struggling students to receive small group support. This is evidenced by data collected for the first quarter of the 22-23 school year in which 189 students had met their reading goal and were able to exit the program. In this quarter 217 EL students received support in their sites' Reading Lab. Student academic growth has also been demonstrated through increased performance in both ELA and Math from the first to second iReady window, as well as over 100 EL students achieving reclassification so far this year. With the upward trends of achievement data based on intervention lab tracking, Central USD expects that the ELA and Math achievement data as measured by year-end local assessments and CAASPP for EL, LI, and FY students will increase.

However, because we expect that all students needing additional support in ELA and Math will benefit, this action is provided on a district-wide basis. Professional development on small group instruction has been added to our district resource of Momentum to continue to build and support the capacity of our staff in providing small group instruction. Our teacher Librarians (TLs) at secondary schools instruct all students on access to ebooks and digital resources that are provided for them. All of our students have access to the Fresno County Public Library digital library, Sora, by using their Google single sign-on. Our TLs ensure all of our students have access to books and resources at their reading level that is also of high interest to encourage success and build a lifelong love of reading. Our site libraries feature collections and displays that engage students from all walks of life so they can see themselves in their school library.

In Action 3, MTSS Tier 1 for Academic Support, the district provided the resources and systems support stated in the plan. Resources have been provided to schools based on need. Schools are making growth on iReady local assessments. Each site has a district-funded Reading Intervention teacher and a certificated substitute for math support in order to implement reading and math labs. Sites received funds to purchase math and ELA supplemental materials. The iReady program is a district-funded program that provides reading and math-adapted instruction through the My Path component of the program. Identified sites received a full-time English Learner teacher to support the needs of English Learner students at school sites. Identified sites also received additional aide support in a primary grade to support the needs of primary students. Classified TK/kindergarten aides and special education aides have had an increase in hours to provide additional support to our primary students and our Special Needs students.

Action 4, MTSS Tier 2 & 3 for Academic support, allowed TK-8th grade schools to provide students with academic intervention through math and reading intervention labs. Students, TK-6) in need of Tier 1 or 2 intervention received services in a push-in/pull-out model. Grades 7 and 8 received services in a set classroom period as part of their daily schedule. Tutoring opportunities were provided to students before/after school, during lunchtime, and during Saturday School. Summer school opportunities were provided to continue supporting students with literacy and math needs. Reading labs were challenged in the 2022-2023 school year due to the issues with attaining substitutes for absent teachers. As a result, reading lab teachers were pulled into the classroom to ensure students' instructional needs were met. With reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for LI, EL, & FY had plateaued at low for all ELA indicators throughout at low or very low for mathematics. Local data shows more ongoing progress for the 2022-23 school year. ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above grade level as measured from Fall 2022 assessments to Spring 2023.

Action 5, Assessment & Professional Learning Communities, facilitates district-wide assessment & Professional Learning Communities (PLCs). Current data shows growth in iReady for Math and ELA. PLCs analyze data from common formative assessments during PLC time to plan support for students. Teachers at all grade levels use the common assessments embedded into the core curriculum. Teachers in the primary grades analyze ESGI, iReady, and Fountas and Pinnell data. Teachers in upper elementary grades analyze iReady, STAR AR, and Smarter Balanced IAB data during the PLC process. Teachers in secondary grades analyze iReady, NWEA Map, and Smarter Balanced IAB data. Schools have access to data through the Schoolzilla data management system.

In Action 6, Professional Development & Instructional Support Coaches (ISCs), the Instructional Support Coaches (ISCs) resumed their role as support staff in the 2021-22 school year. They provided additional support and guidance for teachers new to the profession including

substitute teachers, teachers on PIP and STSP permits, and induction teachers. Additionally, they provided training and resources for teachers on the use of IAB and FIAB results to affect change in their practice, participated in collaborative teams to examine best practices in mathematics classrooms at several schools in the district, provided support for teachers needing to pass RICA, CSET, and TPA assessments due to covid restrictions, provided teacher training on guided reading, SEL, EL, technology, literacy, including a focus writing, and the use of formative assessments (running records, Fountas & Pinnell, and iReady) to improve practice and student learning. The ISC also collaborated individually with teachers at all grade levels, TK-12, to support them in the classroom using mentoring techniques such as co-planning, lesson demonstrations, and lesson observations with feedback to inform practice.

As noted in Action 7, Allocations to School Sites, all sites in Central Unified did complete the process of developing and presenting to their staff, SSC, and educational partners their SPSA for 2022-2023. Plans were reviewed by site Area Administrators and our State and Federal Programs department, and approved by the Board of Education. Budget allocation was in alignment with goals and strategies focused on the academic growth of students including targeted subgroups. In alignment with our LCAP goals, Reading Lab, and Math Lab support were outlined in site plans. Materials, supplies and professional development opportunities to support the academic growth and close the achievement gap/learning loss of our FY, LI, and EL students were evident in site plans designed to support the specific needs of the students and staff at their site and within their school community. Further monitoring and accountability are noted in the analysis of reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for LI, EL, & FY had plateaued at low for all ELA indicators throughout low or very low for mathematics. Local data shows more ongoing progress for the 2022-23 school year. ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above grade level as measured from Fall 2022 assessments to Spring 2023. CCI indicators for EL & FY pupils but analysis noted increases of 5% in AP Assessment achievement.

College & Career Pathways were addressed in Action 8. By improving access for students to CTE and dual enrollment, Central USD expects to improve their motivation and interest in school and increase the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Additional opportunities for secondary students to recover courses were also outlined. College career counselors have provided additional opportunities for support to students/families to better equip them with information to support college/career decisions. Academic counselors met with all high school students to develop/update 4-year academic plans. A variety of data points are reviewed by Ed Services staff and the Superintendent to monitor progress in areas such as EL Reclassification, Academics (including EL and FY), and Graduation (On Track). The monitoring of the effectiveness of this action is measured by the data year 2021-22 as noted on the CA Dashboard of Fall 2022. This CCI measures pupils who completed at least one CTE pathway & also met UC/CSU A-G requirements as calculated for the Fall 2022 CA Dashboard. This baseline reset is the reason the percentages indicated above look very different from the previous school year.

Action 9, English Language Proficiency for all English Learners, supports English Language Proficiency for all English Learners. Based on the 22-23 Winter iReady Literacy data for students in grades K-8, 91% of English Learners are performing one or more grade levels below proficiency. 93% of English Learners in grades 9-12 are performing below average based on the Winter NWEA winter literacy benchmark data. Increased attention to the implementation of Designated and Integrated instruction is needed to support the instruction and comprehension of grade-level content. All English Learners are to be provided Designated and Integrated ELD instruction daily. Designated

ELD implementation was 57% during the 1st semester of the 22-23, which is an increase of 7% when compared to the 21- 22 school year. In order to improve outcomes for English Learners, Informal and/or formal observation forms could be revised to include specific strategies, scaffolds to meet various proficiency levels, and best practices to support English Learners. The Central Network Improvement Committee for English Learners (CNIC-EL) was established for the 22-23 school year to use Improvement Science to make measurable changes for English learners in the district beginning with seven elementary Tier 1 and Tier 2 school sites. Observations, data, and English Learner strategies continue to drive CNIC-EL work for these seven elementary sites with EL Teachers to support a co-teaching, push-in model for Integrated and Designated ELD. Professional development will continue to be provided to Interns and sites upon request. EL teachers assigned to seven Tier 1 and Tier 2 elementary sites will continue to support strategies and best practices alongside classroom teachers for ELD instruction. The EL Reclassification Rate shows an increase from 2020-2021 with 4.4%, 2021-2022 with 5.45%, to 9.88% in 22-23 (Winter).

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.

Action 1, Access to Core, the district will continue to provide access to the core curriculum in all content areas. No significant changes have been planned at this time.

In Action 2, Literacy Rich Schools, the district implemented the utilization of Reading Labs, and Math Labs on our Elementary and Secondary campuses have provided additional opportunities for struggling students to receive small group support. There is an ongoing need to grow the impact and fidelity of the small group instruction that takes place in multiple locations on our campuses. As we see continued growth in student achievement as a result of the work thus far continuing to add opportunities to grow and refine practices such as small group instruction, guided reading, and designated ELD will support a continued increase in student achievement.

In Action 3, MTSS Tier 1 for Academic Support, the district will continue to provide the resources and systems support stated in the plan. There is a need to provide ongoing professional development to staff on tier 1 and tier 2 support for students.

Action 4, MTSS Tier 2 & 3 for Academic support, allowed TK-8th grade schools to provide students with academic intervention through math and reading intervention labs. Students, TK-6) in need of Tier 1 or 2 intervention received services in a push-in/pull-out model. There is a need to continue to focus support in reading and math labs to increase student achievement in reading and math. The district will designate funding to reconfigure learning spaces conducive to small-group instruction. Centra USD will have existing ISCs provide professional learning and academic support for MTSS Tiers 2 & 3 and expand paraprofessional hours to support classroom interventions and lowering pupil-to-adult ratios in the classroom

Action 5, Assessment & Professional Learning Communities, facilitates district-wide assessment & Professional Learning Communities (PLCs). There is a need to continue to grow professional learning for staff giving formative assessments and how to use them to impact student learning growth.

In Action 6, Professional Development & Instructional Support Coaches (ISCs), ISCs provided additional support and guidance for teachers new to the profession including substitute teachers, teachers on PIP and STSP permits, and induction teachers. The district will continue to provide concentrated ISC support for schools with a high percentage of at-risk learners.

Action 7, Allocations to School Sites, will see all sites in Central Unified developing and presenting to their staff, SSC, and educational partners their SPSA for 2023-24. School plans will be reviewed by site Area Administrators and our State and Federal Programs department, and approved by the Board of Education. Budget allocation will be in alignment with goals and strategies focused on the academic growth of students including targeted subgroups.

Action 8, College & Career Pathways, will provide access for students to CTE and dual enrollment. This action will improve student motivation and interest in school and increase the percentage of high school graduates placed in the "Prepared" level on the College/Career Indicator. The district will focus on refining systems of identification, support, and follow-up within our secondary sites concerning students that are underclassmen and are "at risk" of not graduating. With components in place for our seniors and juniors, the next step will be to build these processes within our current work supporting grades 9 and 10. Additional dual enrollment classes are being added for next year at Central High School East Campus and Justin Garza high school.

Action 9, English Language Proficiency for all English Learners, supports English Language Proficiency for all English Learners. Central USD will provide staff with the professional development of targeted ELD instruction with a focus on connecting Designated with Integrated ELD for all language proficiency levels, including support for the specific needs of Newcomer English Learners. Elementary EL teachers will continue to support a push-in, collaborative teaching model as well as participation in data-driven PLCs designed around the language proficiency needs of all English learners with a focus on diagnostic literacy data to determine learning gaps and responsively determine the next instructional steps. The Newcomer teacher will continue to provide support to K-6 staff and Newcomer English learners. PLC analysis indicates that middle school sites' ELD curriculum requires alignment with content. ELD middle school will be provided with professional development including differentiated coaching support around best instructional practices. All English learners will participate in goal setting to work toward language proficiency and reclassification. The CNIC-EL work will be leveraged to build sustainable instructional practices, models, and systems based on district EL data in an improvement science model which will align with any outside consultancy work. During the 2023-24 SY, the district will add two additional EL teachers to be assigned to the next levels of prioritized school sites (based on UPP). Central USD will also add another FTE for another Newcomer Teacher -Itinerant. The district will hire primary language tutors for placement at Tier 1 UPP schools.

Central USD is adding back the ELA and Math Performance, College Career Indicators to the metrics of this goal, as the CA Dashboard was updated for baseline results in the fall of 2022. The ELPI has reset as well, as we now have a baseline year from the CA Dashboard from Fall 2022 and will measure success based on the Fall 2023 CA Dashboard. The reclassification rate for ELs is updated to specify posting of the rate as calculated specifically in the spring window, and the goal for the 2023-34 school year has been increased to 20% based on updated goal setting for ELs district-wide. The same is true for FY in the desired outcomes for 2023-34 a-g completion-raising the desired outcome to better align with expected outcomes for all other student groups.

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



# Goals and Actions

## Goal

Goal #	Description
2	Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities.

An explanation of why the LEA has developed this goal.

Central USD needs to continue to increase student engagement/attendance and improve the graduation rates for students. The 2022-23 attendance rate through spring 2023 is 92.4%, with only a slight increase of 2.7% from the previous year's rate. Of additional concern is the chronic absenteeism rate weighing in at 36.2% based on the 2021-22 CA Dashboard (released Fall 2022). With a cohort of 11,412 counted on this Dashboard, 36.2% is about 4,131 students. The high school graduation rate is 86.7%, a slight decrease from the previous year, and trailing behind similar school districts in the Central Valley. In pursuit of creating environments conducive to learning, Central USD needs to continue the retention and recruitment of highly effective personnel with 1.3% 'Out of Field' and 6.9% or less 'Ineffective Teachers'. Central USD has maintained a rigorous, systematic hiring process to ensure a teaching staff that is 84.7% appropriately credentialed. Additionally, Central USD will connect students to school and foster student efficacy by providing support for Social-Emotional Learning (SEL).

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Data Year 2019-20 Data Source: CA Dashboard 12.5%	Refer to data below in lieu of CA Dashboard suspension  Data Year 2020-21 Data Source: CDE DataQuest  All 11.8% EL 12.1% FY 23.2% LI 14.7% SWD 16%	Data Year 2021-22 Data Source: CA Dashboard Chronic Absenteeism  All 36.2% EL 35.1% FY 42.5% LI 42.9% SWD 47.4%		Data Year 2022-23 Data Source: CA Dashboard Chronic Absenteeism  All 31% EL 30% FY 38% LI 38% SWD 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Data Year 2019-20 Data Source: CA Dashboard 87.4%	Refer to data below in lieu of CA Dashboard suspension (local data)  Data Year 2020-21 Data Source: Aeries 88.7%  All 88.7% EL 64.2% FY 70.8% LI 86.8% SWD 55%	Data Year 2021-22 Data Source: CA Dashboard  All 86.7% EL 69.3% FY 58.3% LI 85.1 % SWD 52.1%		Data Year 2022-23 Data Source: CA Dashboard 91%  All 91% EL 80% FY 68 % LI 91% SWD 68%
Broad Course of Study	Data Year: 2019-20 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year: 2020-21 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year 2021-22 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule		Data Year: 2023-24 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule
Appropriately Assigned & Fully Credentialed Teachers	Data Year 2019-20 (based on 2018-19 data) Data Source: SARC Less than 1% Misassignments 0% Vacancies	Date Year 2020-21 (based on 2019-20 data) Data Source: SARC Less than 1% Misassignments 0% Vacancies	Data Year 2021-22 Data Source: SARC & DataQuest Fully Credentialed Teachers -- 84.7% Misassigned or 'Ineffective' -- 6.9% Out-Of-Field -- 1.3%		Data Year 2022-23 Data Source: SARC & DataQuest Fully Credentialed Teachers -- 89.7% Misassigned or 'Ineffective' -- 1.9% Out-Of-Field -- 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	Data Year 2020-21 Data Source: SARC 100%	Data Year 2021-22 Data Source: SARC 100%	Data Year 2022-23 Data Source: SARC 100%		Data Year 2023-24 Data Source: SARC 100%
Attendance Rate	Data Year 2020-21 Data Source: Monthly Attendance Report 95.9%	Data Year 2021-22 Data Source: Monthly Attendance Report  All: 89.7% EL: 90% FY: 87.9% LI: 88.1% SWD: 87.3%	Data Year 2022-23 Data Source: Schoolzilla (thru April 2023)  All: 92.4% EL: 92.7% FY: 93.1 % LI: 91.8 % SWD: 90.8%		Data Year 2023-24 Data Source: Schoolzilla (thru April 20234) All: 96% EL: 96% FY: 96% LI: 96% SWD: 96%
High School Drop Out Rate	Data Year 2019-20* Data Source: DataQuest 5.7%	Data Year 2020-21* Data Source: DataQuest 7.1% 7.1%	Data Year 2021-22* Data Source: DataQuest 8%		Data Year 2022-23* Data Source: DataQuest 1.7%
Middle School Drop Out Rate	Data Year 2020-21 Data Source: CALPADS Fall 0.9%	Data Year 2021-22 Data Source: CALPADS .007%	Data Year 2022-23 Data Source: CALPADS 1.36%		Data Year 2023-24 Data Source: CALPADS 0%
Broad Course of Study-Other Outcomes	Data Year 2020-21 Data Source: CALPADs & Aeries  In grades 7-12, the % of :	Data Year 2021-22 Data Source: CALPADs & Aeries (Mid Year)  In grades 7-12, the % of :	Data Year 2022-23 Data Source: CALPADs & Aeries  In grades 7-12, the % of :		Data Year 2023-24 Data Source: CALPADs & Aeries  In grades 7-12, the % of : All 6.4 % EL 3.5 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students enrolled in advanced academic courses-</p> <p>All 3.4 % EL 0.5 % LI 2.6 % SWD 0.3 %</p> <p>Students enrolled in electives-</p> <p>All 43.6 % EL 30.7 % LI 41.7 % SWD 43.6 %</p>	<p>Students enrolled in advanced academic courses-</p> <p>All 6 % EL 0.3% SWD 0.4 % LI 1.9%</p> <p>Students enrolled in electives-</p> <p>All 97% EL 96%** SWD 89%** LI 95%**</p>	<p>Students enrolled in advanced academic courses-</p> <p>All 7.4% EL * % SWD * % LI 6.4%</p> <p>Students enrolled in electives-</p> <p>All 97% EL 96% SWD 93% LI 97%</p> <p>*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.</p>		<p>LI 5.6 % SWD 3.3 %</p> <p>Students enrolled in electives-</p> <p>All 98 % EL 97% SWD 94% LI 98%</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic & Career Counseling	As noted in the metric section above Central USD's graduation rate and the College and Career Indicator (CCI) for English Learner learners are lower than those achieved by all students. The metrics	\$3,423,140.68	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>also revealed an increased need to support socially and economically disadvantaged (also known as low-income or 'LI') students in preparing them for college and careers (CCI indicator). Based on the analysis of this data, the district determined that in order to increase graduation rates and enhance the motivation for EI and LI students to become college and career-ready they must increase access to college and career counseling, increase support with planning for college and career, and parent education regarding the pathways to college and career.</p> <p>In order to accomplish this, the district will enhance academic and career counseling support for LI, EL, and students and parents regarding the college admission requirements, career pathways, and community service opportunities by continuing two FTEs to serve the academic and career counseling support at Central High School East and Justin Garza High School. The district will also expand services through the Parent Engagement Center (PEC) Community Hub at Teague Community Resource Center (TCRC), by featuring academic and college readiness resources and workshops for EL, FY &amp; LI parents, and students. Increased academic &amp; college counseling (4 FTEs) will allow for deliberate meetings where counselors can work with EL, FY, and LI students through the process of guiding students' understanding and awareness of career development, academic development, and social/emotional development. Also ensuring that the identified students are enrolled and successful in the courses needed for them to be both college and career-ready. Support will include expanded access to technology, career counseling, interest surveys, assistance filling out FAFSA, and training about college application best practices. Funding will also address the need to upgrade or reconfigure brick-and-mortar spaces and allow the Parent Engagement Team (Liaisons and Coordinator) to have designated confidential spaces to meet at sites. In direct response to educational partners' input for more communication and places to meet with the Parent Engagement team for support, the PEC will include help from the secondary Family Outreach Liaisons providing primary language support and additional parent contacts to ensure that parents of ELs, FY, and LI are included in all workshop and training opportunities.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>With the added outreach staff and increased awareness there will be a focused effort to increase graduation rates and enhance the motivation for EI and LI students to become college and career-ready.</p> <p>This action is designed to meet the needs most associated with EL, FY &amp; LI students and families. However, because we expect that all students struggling academically will benefit, this action is provided on a district-wide basis. With the additional counseling staff and services provided and the Parent Engagement Center, the district expects that these services will result in increased graduation rates and college/career participation for Central USD's EL, FY &amp; LI students over the course of the next three years as well as improve the graduation rates and college career readiness for these groups as measured by the CA Dashboard.</p>		
<b>2.2</b>	Access to Technology	2022-23 Moved to Goal 3 Action 6		
<b>2.3</b>	Broad Course of Study with Appropriately Credentialed Teachers	<p>Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce class size, add positions to address growth, and provide increased course offerings at secondary based on need (e.g. EL, Foreign Language, and SpEd.) The district will seek to partner with outside institutions and colleges to support master's programs in Reading, STEM, and Administration to enhance the skills of our appropriately credentialed staff and ensure the first best teaching for our students. With additional staff maintaining class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning. Central USD will offer a broad course of study and provide a variety of programs including Visual and Performing Arts (VAPA) offered at the elementary and secondary levels. The Seal of Biliteracy will continue to be awarded. The district will begin to structure local requirements for a student to</p>	\$113,278,481.00	No

Action #	Title	Description	Total Funds	Contributing
		pursue the State Seal of Civic Engagement (SSCE) using the criteria set forward by the CDE as a foundation. Central USD will develop criteria considering its own local context to ensure maximum accessibility for all students, at all grade levels, including those in alternative school settings.		
2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	Central USD will continue to support the social-emotional wellness for students to ensure that there is a framework for students that addresses their social/emotional learning. As a result of providing this support, Central USD expects that students will experience increases in attendance rates, having a positive impact on chronic absenteeism, and improving student engagement.	\$2,683,580.45	No
2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	<p>As noted in the metric section, the graduation rate and college career data for EL, FY, &amp; LI students lag in comparison to all students in Central USD. Based on this data, the district has decided to improve services for EL, FYI, &amp; LI students to help increase graduation rates and enhance the motivation for students to become college and career-ready. Interviews and surveys with EL, FY, &amp; LI students and their families indicate an ongoing need for additional social-emotional learning and support to help them re-engage with school.</p> <p>To address the need for supplemental and intensive SEL services, and those student groups that suffered additional unfinished learning and stress during school closure, Central USD will provide additional services to the EL, FY, &amp; LI students by refining and expanding social/emotional learning programs including the social/emotional counseling of students and the services of the district Support Academic Family Engagement Team (SAFE Team staff) to assess and provide services to high need students and families. Secondary counselors will be trained to work with intervention staff, school psychologists, and classified/certificated staff to meet the needs of the identified students and provide positive and safe learning environments. Staff will utilize various SEL materials such as Second</p>	\$6,757,338.92	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Step K-6, Suite 360 7- 12, Zones of Regulation for all staff, and group and individual counseling along with consultative collaboration support for parents and teachers. These programs recognize the intersectional nature of supporting racial equity, neurodiversity, gender diversity, and cultural diversity in school, clinical, and community-based settings. Most importantly, SEL serves as a critical lever for advancing equity and inclusion for all learners and moving away from punitive behavioral models that perpetuate disparities in opportunity for marginalized populations, including (but not limited to) our LI, FY, and EL students. Tier 2-3 of the SEL MTSS system will be integrated into Behavior Academic Intervention Teams (BAIT) in the PBIS system further establishing an enhanced MTSS system. PBIS coordinators, teachers, counselors &amp; school psychologists will have access to the "Playbook" SEL online resource offered through the local survey (Panorama Survey System) to supplement SEL interventions. School Psychologists and Intervention Counselors will be trained on utilizing Panorama Survey Systems and interpreting their data for screening EL, LI, &amp; FY students and using the data as a progress-monitoring tool to support the monitoring of Tier 2-3 SEL interventions and their impact on all students, but with a heightened focus on EL, LI &amp; FY, students.</p> <p>This action is designed to meet the needs most associated with EL, FY, and LI. However, because we expect that all students will benefit, this action is provided on a district-wide basis. As a result of providing this high level of support in a tiered, student-focused way, the district expects that these services will result in increased performance of our EL, FY, and LI as measured by their graduation rate and college-career readiness as noted on the CA Dashboard.</p>		
<b>2.6</b>	Co-Curricular Activities	Central USD will promote and increase participation in school activities that create students' positive connections to their school. The district will provide and maintain existing levels of a high-quality GATE program, and a variety of academic opportunities, experiences, and competitions.	\$8,730,663.75	No



Action #	Title	Description	Total Funds	Contributing
2.7	Multi-Tiered System of Support-Behavior Tier 1	<p>Central USD will continue to provide behavioral support which includes enhancement of the PBIS framework as well as the monitoring and implementation of practices such as classroom circles/meetings, respect agreements, Restorative Justice, and Youth Court (high school level) using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff will provide behavioral counseling support to provide positive and safe learning environments. A workgroup of PBIS coordinators, teachers, school psychologists &amp; counselors, and administrators will begin to utilize local survey data from the Panorama Survey System for Tier 1 strategies to support the integration of Culture &amp; Climate data through PBIS teams.</p>	\$4,048,540.39	No
2.8	Multi-Tiered System of Support-Behavior Tier 2-3	<p>While promoting a positive and welcoming culture, it is noted that based on the metrics included in the LCAP goal 3, suspension rates for FY &amp; LI students have a higher suspension rate as compared to all students. Additionally, local survey data input during spring 2023 indicates a drop of 3% in campus safety as reported by students. This concern was also frequently mentioned during educational partner town hall meetings and in survey feedback.</p> <p>To keep the student groups above in school and give them tools to manage their behavior and increase perceptions of school safety, Central USD will implement supplemental and intensive services designed to support FY and LI students and to promote a positive school climate and welcoming culture. Experience shows that when FY and LI students feel safe and welcome at school, will attend school regularly and establish relationships with staff at school. If students are in school consistently, they will have access to tiered support and interventions to give them tools to monitor their behavior (e.g. 'thinkerys' responsibility center and opportunity programs). Thinkerys provide a time/place for FY and LI students away from the classroom to invite cooperation by allowing the student time to reflect</p>	\$7,299,393.51	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>on a conflict that occurred in the classroom or on the playground. The thinkery is typically used as an intervention after other restorative practice measures have been attempted. In direct response to educational partners' input for improved safety programs at school sites, Central USD will provide additional services to FY and LI students will be provided by support personnel such as All 4 Youth clinicians, CYS professionals, and CenCal Mentors, focused primarily on increasing student/adult one-to-one connections at school. To continue progress, the district will hire up to 17 certificated FTEs to expand and support 'thinkerys' at all school sites. In response to community partner input and in pursuit of a positive learning environment and school climate and to guarantee uninterrupted learning at sites, the district will hire a Supervisor for Campus Culture/Safety. Central USD will increase safety liaison positions at Glacier Point and Justin Garza High School to support a continuously effective learning environment and increase a positive school climate. The Supervisor for Campus Culture/Safety will monitor for effectiveness and work with the administration to make recommendations if expanded services are warranted. With the increase of staffing and the added layer of supervision and monitoring, there will be enhanced communication and coordination of proactive intervention services thereby decreasing suspension/expulsion rates and providing more student connectedness to school.</p> <p>Central USD will support school site Behavior Academic Intervention Teams (BAIT- Tiers 2 &amp; 3) in utilizing screening data from Panorama Survey Systems, or the Student Risk Screening Scale (SRSS) to identify and monitor foster youth and low-income students at risk for behavioral and social-emotional needs. BAIT teams' feedback will support the next steps to create targeted intervention strategies and track student progress with an integrated approach of PBIS &amp; SEL.</p> <p>Additionally, the district will add psychologists (above what is required for FAPE), a Board Certified Behavior Analyst (BCBA), behavior aides, and intervention counselors to increase behavior support and additional administrators. These other support personnel will work with the identified students to improve student's communication and social</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>skills, assess students' emotional and behavioral needs, provide individual and group counseling, promote problem-solving, anger management, and conflict resolution, reinforce positive coping skills and resilience, and make referrals to help coordinate community services provided in schools. The district will work to create and implement a District BAIT team that meets with site leadership every quarter to review, discuss, and collaborate around strategies to support tier 3 students at their respective sites. This District BAIT team will be launching in the 23-24 school year.</p> <p>With this high level of diagnostic tiered support, and increasing time spent at school with staff trained to meet their needs, the district expects that these services will result in reduced suspension rates for FY &amp; LI students. This action is designed to meet the needs most associated with FY &amp; LI students. However, because we expect that all students will benefit, this action is provided on a district-wide basis.</p>		

## Goal Analysis [2022-23]

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

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

Action 1, Academic & Career Counseling, saw no substantive differences between planned actions and actual implementation. As noted in the above action the district enhanced academic and career counseling support for LI, EL, and students and parents regarding the college admission requirements, career pathways, and community service opportunities by supporting two FTEs to serve the academic and career counseling at Central East High School and Justin Garza High School. The district also expanded services through the Parent Engagement Center (PEC) at Teague Community Resource Center (TCRC), by featuring academic and college readiness resources for EL, FY & LI parents, and students. Increased Career counseling allowed for deliberate meetings where counselors can work with EL and LI students through the process of guiding students' understanding and awareness of career development, academic development, and social/emotional development.

Action 2, Access to Technology, was moved to Goal 3 Action 6.

As Action 3, Broad Course of Study with Appropriately Credentialed Teachers, was implemented, partnerships with local colleges and state universities, in addition to the K-16 Collaborative, built the capacity of teachers to engage and effectively teach students with professional

development events. Central USD provided a broad range of courses at the secondary level to maximize accessibility for all students, including English Learners, Foster Youth, and special education. This includes opportunities beyond general education, such as dual enrollment, advanced placement, as well as career technical courses. Also of note, the metric for reporting appropriately credentialed teachers is now reported by CDE in DataQuest as Fully Credentialed Teachers, Misassigned or 'Ineffective', or Out-Of-Field. During the 2023 school year, Central USD participated in various local University job fairs: CSU, Fresno, Fresno Pacific; National University; Recruit 99 CSUF Fresno State. The district was successful in recruiting qualified credential candidates at these events. Our district also partners with various out-of-state Universities to recruit qualified candidates.

Students continue to be on track to receive the Seal of Biliteracy. It is noted that the previous year's metric calculations for the broad course of study were inaccurate and now show as corrected, noted by the \*\* in the metric section for Goal 2. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

A review of Action 4, MTSS SEL Tier 1, revealed that the district implemented a standard curriculum for elementary sites (Second Step), and secondary sites (Suite 360). The training was provided to administration and teachers, and pacing guides were revisited with staff throughout the year. In order to bring more awareness, every school site in the District participated in Bully Prevention Month in October. New signage about the harmful effects of bullying can be found at each school site. The 'See Something, Say Something' campaign was also initiated in October to help bring awareness to school violence, mental health, teen dating violence, and crime. The District also participated in Kindness Week in January to continue positive messaging to staff and students about emotional well-being. National Alliance on Mental Illness (NAMI) clubs were created at each high school to allow students a voice in promoting mental health. Personnel was increased to provide additional social-emotional support to students with Intervention Counselors and Thinkerys at every site. These services provide our students with a safe person or place to decompress and regulate if a break is needed before returning to class. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

Action 5, MTSS SEL Tier 2-3 addressed the need for supplemental and intensive SEL services. Central USD provided additional services to help with Social Emotional counseling and other social-emotional learning programs for students. This included the Support Academic Family Engagement Team (SAFE Team), All 4 Youth (A4Y), Prodigy at Middle and High Schools, and Comprehensive Youth Services (CYS) to assess and provide services to high-need students and families. In addition, intervention staff, school psychologists, and classified/certificated staff met the needs of the identified students and provided positive and safe learning environments. Staff utilized various SEL intervention materials such as Zones of Regulation, MindUp for all staff, and group and individual counseling along with consultative collaboration support for parents and teachers. Most importantly, SEL served as a critical lever for advancing equity and inclusion for all learners and moving away from punitive behavioral models that perpetuate disparities in opportunity for marginalized populations. Tier 2-3 of the SEL MTSS system was integrated into Behavior Academic Intervention Teams (BAIT) in the PBIS system further establishing an enhanced MTSS system by continuous monitoring of students and interventions. PBIS coordinators, teachers, counselors & school psychologists have access to the "Playbook" SEL online resource offered through the local survey (Panorama Survey System) to supplement SEL interventions. Administration, School psychologists, and Intervention Counselors are trained in utilizing Panorama Survey Systems and interpreting their data for screening ELs, FY, and LI students at-risk students and using data as a progress-monitoring tool to

support monitoring of Tier 2-3 SEL interventions. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

The implementation of Action 6, Co-Curricular Activities, promoted and increased participation in school activities that created students' positive connections to their school. Central Unified's GATE program provided daily differentiated learning opportunities through the clustering of GATE students in elementary and middle school classrooms on all of our campuses. Teachers of these heterogeneous classrooms are trained and supported to meet their GATE students' learning and social/emotional needs. This includes learning grade-level standards but through the lens of depth and complexity as well as opportunities for acceleration and novelty in exploring topics of interest. GATE students in 4th-6th grade have a weekly opportunity to participate in Central Unified's GATE Enrichment program. The program's theme this year is Exploration, and in this time to engage with fellow GATE students across grade levels they are having Socratic seminars exploring a variety of societal issues as well as doing STEM projects that allow for additional exploration across topics. Elementary, middle, and high school GATE students participate in a number of academic competitions including First Lego League Robotics, Science Olympiad, Academic Decathlon, Mock Trial, and Odyssey of the Mind. Through these experiences, they connect with other GATE students, tap into their critical and creative thinking skills, collaborate and problem-solve with others, and face adversity which is important to help build GATE students' perseverance and counter perfectionism tendencies. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

In Action 7, MTSS Behavior-Tier 1, Central USD provided behavioral support including enhancement of the PBIS framework as well as the monitoring and implementation of practices such as classroom circles/meetings, respect agreements, Passport Days (modeling expectations in different locations of school), and Restorative Justice using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff provided behavioral counseling support and provided positive and safe learning environments. A workgroup of PBIS coordinators, teachers, school psychologists & counselors, and administrators utilized local survey data from the Panorama Survey System for Tier 1 strategies to support the integration of Culture & Climate data through PBIS teams. Students at our High School campuses also had a role to play in creating a positive environment. All three High Schools have created a NAMI (National Alliance on Mental Illness) Club as well as an Interact or Leadership Club to promote social-emotional well-being and connection to the school. In years past Youth Court (High School level) was utilized, however with the Probation contract not being approved, Youth Court is no longer an option. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

In Action 8, a Multi-Tiered System of Support-Behavior Tiers 2-3 were provided in an effort to keep underrepresented student groups in school and give them tools to manage their behavior. Central USD implemented supplemental and intensive services designed to support FY and LI students and to promote a positive school climate and welcoming culture. Additional services to FY and LI students are provided by support personnel such as All 4 Youth clinicians, CYS professionals, and CenCal Mentors, and are focused primarily on increasing student/adult one-to-one connections at school. The district supports enhancing school site Behavior Academic Intervention Teams (BAIT-Tiers 2 & 3) in utilizing screening data from Panorama Survey Systems, or the Student Risk Screening Scale (SRSS) to identify and monitor FY and LI students at risk for behavioral and social-emotional needs. Feedback from BAIT teams was used to support the next steps to create targeted intervention strategies and track student progress with an integrated approach of PBIS & SEL. Additionally, the district added psychologists (above what is required for FAPE) and intervention counselors to increase behavior support as well as additional administrators. These other support personnel worked with the identified students to improve student's communication and social skills,

assess students' emotional and behavioral needs, provided individual and group counseling, promoted problem-solving, anger management, and conflict resolution, reinforced positive coping skills and resilience, and made referrals to help coordinate community services provided in schools. Analysis revealed no substantive differences between planned actions as stated in the plan and actual implementation.

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

Action 1, Academic & Career Counseling, increased expenditures by \$378,468. This increased expenditure is a result of salary increases from the settlement of labor negotiations added to the cost of this action.

Action 2, Access to Technology was moved to Goal 3 Action 6.

Action 3, a Broad Course of Study with Appropriately Credentialed Teachers, had no significant differences in expenditures.

Action 4, MTSS SEL Tier 1, increased in cost by \$233,956, again due to the salary increases from the settlement of labor negotiations added to the cost of this action.

Action 5, MTSS SEL Tier 2-3 experienced a slight increase in expenditures of \$88,815. Again, this increase in spending is attributed to salary increases approved during labor negotiations.

Action 6, Co-Curricular Activities, increased by \$1,546,039. This increased expenditure is a result of salary increases from the settlement of labor negotiations added to the cost of this action.

Action 7, MTSS Behavior-Tier 1, increased by \$201,812, again due to the salary increases from the settlement of labor negotiations added to the cost of this action.

Action 8, a Multi-Tiered System of Support-Behavior Tiers 2-3 increased by \$600,555. This increased expenditure is a result of salary increases from the settlement of labor negotiations added to the cost of this action.

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

Action 1, Academic & Career Counseling, as noted in the metric section above Central USD's graduation rate and the College and Career Indicator (CCI) for English Learner learners are lower than those achieved by all students. The metrics also revealed an increased need to support socially and economically. All high school sites academic counselors met with students in grades 9-12 to review and update 4-year academic plans. Career counselors have been holding meetings with small groups and individual students to provide information, support,

and guidance in accessing and completing college applications. FAFSA support has been provided to seniors as well as support nights for families hosted by our college/career counselors. Additional staffing was provided in this area at Central Online Home School (COHS) which has been providing this support to its high school students. \*Note corrected data source years of reporting for one of the metrics for this action (High School Drop Out Rate-DataQuest) Review also noted an increase of students enrolled in advanced academic courses for LI (+2%). While the graduation rate decreased by 2% based on the 21-22 CA Dashboard, current data is projecting an increase for the 2023 school year.

Action 2, Access to Technology was moved to Goal 3 Action 6.

Action 3, a Broad Course of Study with Appropriately Credentialed Teachers addresses student access to a Broad Course of study was fully implemented, but continuing to recruit and maintain highly qualified staff to support all subject areas including electives, dual enrollment, and advanced placement courses is something the district continues to focus on in order to recruit and retain the highest quality staff for all areas. It is noted that the previous year's metric calculations were inaccurate and now show as corrected, noted by the \*\* in the metric section for Goal 2. As noted in the 'Measuring and Reporting Results' section above, 100% of students have access to a broad course of study per teacher and master schedules.

The implementation of Social Emotional Learning in Actions 4 & 5, a MTSS-SEL is occurring at all sites and it shows a positive impact. Elementary implementation has been the most successful and is building a strong foundation for our students. The SEL curriculum was presented to different parent groups and all of our programs have a home component for families to reinforce what is being learned. Feedback from our school sites regarding thinkeries has been positive, but due to staffing shortages implementation has been inconsistent. Daily attendance rates have improved to 92.4% District-wide compared to 89.7% last school year. Our significant subgroups have also improved with EL students at 92.5%, Foster Youth at 92.4%, and SWD at 90.8% attendance. Suspensions are at 4.4% District-wide which is under the 5.0% District goal. Referrals to Tier 2 and Tier 3 supports have increased due to student needs. Due to the demand for Social Emotional support, Central USD contracted with Care Solace (a mental health coordination service). Panorama Survey data was discussed with the administration and at sites. Students who scored in the lowest quartile for Social Emotional Strengths were suggested for the SAP group to work on self-efficacy, growth mindset, and emotional regulation. As noted in the metric section, the graduation rate and college career data for EL, FY, & LI students lag in comparison to all students in Central USD. It is noted that with the implementation of this action, EL students' graduation rates have improved by 5.1%.

Co-Curricular activities noted in Action 6 continue to thrive. Central USD continues to make progress in connecting our students to school through engaging in academic competitions. 36 students on Mock Trial teams from Central East High School and Justin Garza High School are currently competing in multiple rounds in the Fresno County Mock Trial competition. Both teams have qualified for the semi-finals, a first for Central Unified to have two teams reach this level. Central Unified hosted a Central Valley Robotics tournament in November where six of our campuses competed and teams from Liddell Elementary School and Glacier Point Middle School qualified for the region's championship tournament. An Ethics Bowl team at Central East High School competed against teams throughout the region at a competition at UC Santa Cruz. An Odyssey of the Mind team at Madison Elementary School will compete in a regional competition later this year in Tulare. Nine campuses and approximately 125 students spanning elementary, middle, and high school are currently preparing to participate in Science Olympiad, where students will engage in STEM activities much like a track meet. All in all, over 200 students districtwide are connecting with

their peers, teachers, and campuses through academic competitions. Central USD's Gifted and Talented Education (GATE) program continues to make progress in identifying gifted and talented students and providing enrichment opportunities to connect them to school. Students who have been identified as GATE are clustered in heterogeneous classrooms in grades 2-8 with teachers who have received professional learning from the Central Unified GATE Teacher Certification program. In addition to this initial training, GATE cluster teachers also receive coaching support from our instructional support coach for differentiation as well as continued education through asynchronous online learning. Students enrolled in these clusters receive differentiation in their areas of exceptionality through the use of depth, complexity, novelty, and acceleration. Profoundly gifted students who are accelerated based on tier III intervention are provided a Yearly Learning Plan outlining the level and need for acceleration. GATE students in grades 4-6 across all elementary campuses participate in the GATE enrichment class, where once a week they collaborate with our itinerant enrichment teacher for the opportunity to connect with each other through a common theme and learning activities tied to and enhance that theme. The theme this year is Exploration, and GATE students in Enrichment participate in Socratic seminars on a wide range of topics as well as complete related STEM activities. Students in middle and high school have opportunities for accelerated, honors, and advanced classes, and students across elementary, middle, and high schools are encouraged and offered academic competitions to support their gifts and talents and help connect them to school, something that is just as critical for gifted and advanced students as other groups of students.

In Actions 7 & 8, MTSS Behavior, eight schools received PBIS recognition for the work they exemplified in creating positive school climates. The SAFE team partnered with school sites to do restorative justice training as well as with the administration for behavioral support. BAIT teams have been successfully implemented at all sites. This gives district site teams the opportunity to discuss students who need more support and to follow up on interventions. A SAFE School Advisory Committee comprised of teachers, administration, health staff, intervention counselors, and students to discuss District-wide issues in order to create a healthy environment for students, staff, and families. According to the District Panorama Survey, 86% of our elementary families indicated that there was a supportive relationship at school and 80% of our 6-12 also felt the same. Furthermore, all administration, intervention counselors, liaisons, and thinkery personnel have completed NCI (Non-Violent Crisis Intervention) training to help de-escalate student behavior. ASIST (Applied Suicide Intervention Skills Training) professional development is also offered every other month to our staff members. Expulsions are down from the previous school year. Discipline data is reviewed with the administration to help brainstorm interventions and consistency for discipline across the District. While promoting a positive and welcoming culture, it is noted that based on the metrics included in the LCAP goal 3, suspension rates for FY & LI students have a higher suspension rate as compared to all students. With the implementation of these actions, the district has noted suspension rates are trending toward pre-pandemic levels, based on the data posted in the 2022 Fall CA Dashboard, and when examining the latest local data, suspension rates for FY have decreased by 6.9% and 0.2% for ELs (Schoolzilla, Spring 2023).

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.

Action 1, Academic & Career Counseling will move forward with an emphasis will be on the continued increase of A-G completion, and CCI, and improving graduation rates for EL, FY, and LI students by disseminating more information to students and parents as well as holding additional college/career parent nights for the general population and specific subgroups. Career counselors will work with EL and LI students through the process of guiding students' understanding and awareness of career development, academic development, and



social/emotional development. Support will include access to technology, career counseling, interest surveys, assistance filling out FAFSA, and training about college application best practices. The district will also expand services through the Parent Engagement Center (PEC) Community Hub at Teague Community Resource Center (TCRC), by featuring academic and college readiness resources and workshops for EL, FY & LI parents, and students. Increased academic & college counseling (4 FTEs) will allow for deliberate meetings where counselors can work with EL, FY, and LI students through the process of guiding students' understanding and awareness of career development, academic development, and social/emotional development.

Action 2, Access to Technology, was moved to Goal 3 Action 6.

Action 3-Broad Course of Study with Appropriately Credentialed Teachers will not see any substantial changes moving into 2023-24. The district will partner with Grand Canyon University to streamline new educator programs and recruit highly qualified staff to support all subject areas including electives, dual enrollment, and advanced placement courses.

Actions 4-5, MTSS SEL Tiers 1-3, will see minor changes by continuing training to staff and usage monitoring on the SEL curriculum and survey results to ensure the implementation and fidelity to the adopted programs. In addition, staff will closely monitor the systems and implementation of the SAFE Team and the BAIT, specifically in the area of team communication with sites, training for site-based staff, and how the MTSS system integrates with the current PBIS routines already in place. Middle School and High School SEL implementation will move to a larger block of time for consistency.

Action 6, Co-Curricular activities will continue to grow and strive to achieve participation rates and performances to pre-pandemic rates. promoted and increased participation in school activities that created students' positive connections to their school. Central Unified's GATE program provided daily differentiated learning opportunities through the clustering of GATE students in elementary and middle school classrooms on all of our campuses. The district will also promote the Science Olympiad, Odyssey of the Mind, Peach Blossom, Young Author's Faire, Spelling Bee, and other engaging educational competitions.

Actions 7 & 8, Multi-Tiered System of Support-Behavior Tiers 1-3 will continue to support PBIS and support a positive school climate with the implementation of the SAFE Team and support of the NCI and ASIST professional development. Additionally, the district will add a Board Certified Behavior Analyst (BCBA), to increase behavior support. The district will hire up to 17 certificated FTEs to expand and support 'thinkerys' at all school sites. In pursuit of a positive learning environment and school climate and to guarantee uninterrupted learning at sites, the district will hire a Supervisor for Safety and Positive Climate (1 FTE). Central USD will increase safety liaison positions by up to 6 FTEs to support the continued positive learning environment and school climate.

Due to the updated fall CA Dashboard published in 2022, Central USD has transitioned the metric for chronic absenteeism back to the CA Dashboard for fall 2022. The same is true of the metric for graduation rates, as well as an increased rate being noted as a desired outcome for 23-24 in alignment with updated district-wide achievement goals. The measuring and reporting metric for credentialed teachers is updated with newly articulated measures in response to the new reporting as posted in SARCs derived from the Teaching Assignment and Monitoring Outcomes (TAMO) as published by CDE. The attendance rate and desired outcomes measures have transitioned from being measured in the district's student information system (AERIES) to the more user-friendly Schoolzilla database being used by the district.



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

# Goals and Actions

## Goal

Goal #	Description
3	Central Unified School District will operate safe and inclusive schools in partnership with our community.

An explanation of why the LEA has developed this goal.

Central USD maintains an ongoing commitment to quality facilities that exemplify the commitment to effective, safe, and efficient schools as measured by educational partners survey, Williams Act inspections and hearings, and the annual Facilities Inspection Tool or "FIT". While promoting a positive and welcoming culture, it is noted that based on the 2019 CA Dashboard, suspension rates increased overall by 0.5%, with a trend of FY suspension rate increasing by 8.9% and homeless students' suspension rate increasing by 15.7%. During the 2020-21 SY, the CA Dashboard was suspended due to COVID-19 school closures. During the 2020-21 SY, the suspension rate was measured and reported in DataQuest. The overall reported rate for Central USD was down to 0.2% of all students, but it must be remembered that the COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. Be advised, the CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage. Similarly, the expulsion rate for 2020-21, also reported via DataQuest, was 0%. Again, this result can be noted, but should not be analyzed as a defining factor, due to school closure during this SY. With the return to school, the CA Dashboard is reporting on suspension rates for the 2021-22 school year. The suspension rate for 'all' students was reported at 6%, ELs were at 4.9%, FY reported 23.8%, LI was at 7.2%, and SWD was at 8.9%. While overall rates are near pre-pandemic rates for most groups of students, FY is still being suspended at much higher rates than all other student groups.

To measure parent engagement the district will rely on parent surveys measuring climate coupled with the Parent Engagement Reflection Tool provided by the California Department of Education (CDE). Staff, teachers, and students will also be surveyed to rate their thoughts on school safety and school climate. Each of the commitments noted is part of the continuing pursuit of engaging students and parents at school by providing a safe, positive environment and implementing systems that serve the need of staff and families thereby generating improved student learning outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Report	Data Year 2020-21	Data Year 2021-22	Data Year 2022-23		Data Year 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: FIT report  100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT	Data Source: FIT report  100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT	Data Source: FIT report  100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT		Data Source: FIT report  100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT
Core Instructional Materials	Data Year 2020-21 Data Source: SARC  100% core instructional materials as measured by SARC	Data Year 2021-22 Data Source: SARC  100% core instructional materials as measured by SARC	Data Year 2022-23 Data Source: SARC  100% core instructional materials as measured by SARC		Data Year 2023-24 Data Source: SARC  100% of students will have access to core instructional materials as measured by SARC
Parent and Family Engagement	Data Year 2020-21 Data Source: CA Dashboard Full Implementation	Data Year 2021-22 Data Source: CA Dashboard Full Implementation	Data Year 2022-23 Data Source: CA Dashboard Full Implementation		Data Year 2023-24 Data Source: Full Implementation and Sustainability
Local Survey-Positive Climate	Data Year 2020-21 Data Source: Local Survey  Students- 78% favorable responses Staff - 68% favorable responses Teachers-65% favorable responses	Data Year 2021-22 Data Source: Local Survey  Students- 51% favorable responses Staff - 65% favorable responses Teachers-60% favorable responses	Data Year 2022-23 Data Source: Local Survey  Students- 45 % favorable responses Staff - 57 % favorable responses Teachers- 59% favorable responses		Data Year 2023-24 Data Source: Local Survey  Students- 85% favorable responses Staff-75% favorable responses Teachers-70% favorable responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Family Members-62% favorable responses	Family Members-64% favorable responses	Family Members- 62% favorable responses		Family Members-70% favorable responses
Local Survey-School Safety	Data Year 2020-21 Data Source: Local Survey  Students- 75% favorable responses Family Members-76% favorable responses	Data Year 2021-22 Data Source: Local Survey  Students- 56% favorable responses Family Members-72% favorable responses	Data Year 2022-23 Data Source: Local Survey  Students-53% favorable responses Teachers-57% favorable responses (staff - family relationships) & 77% favorable responses (staff-leadership relationships) Family Members- 69% favorable responses		Data Year 2023-24 Data Source: Local Survey  Students- 85% favorable responses Teachers-74% favorable responses (staff - family relationships) & 94% favorable responses (staff-leadership relationships) Family Members-86% favorable responses
Suspension Rate	Data Year 2019-20 Data Source: CA Dashboard  Suspension rate of 6.4% of all students (Orange)  Suspension rate (average) FY & Homeless of 23.9% (Red)	Due to suspension of the 2020-21 CA Dashboard, DataQuest reports will measure suspension rates.  Data Year 2020-21 Data Source: DataQuest Suspension rate of 0.2%* of all students  All: 0.2% EL: 0.3%	Data Year 2021-22 Data Source: CA Dashboard "Reset" to pre-pandemic levels based on the CA Dashboard growth model.  All: 6 % EL: 4.9 % FY: 23.8% LI: 7.2% SWD: 8.9%		Data Year 2022-23 Data Source: CA Dashboard "Reset" to pre-pandemic levels based on the CA Dashboard growth model.  All: 4.4% EL: 3.3% FY: 17.3% LI: 5.1% SWD: 7.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY: 0% LI: 0.3% SWD: 0.6%  *PLEASE BE ADVISED: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.			
Expulsion Rate	Data Year: 2019-20 Data Source: DataQuest  0.26%	Data Year: 2020-21 Data Source: DataQuest 0%*	Data Year 2021-22 Data Source: DataQuest  Maintain @ 0.1% or		Data Year 2022-23 Data Source: DataQuest  Maintain @ 0.1% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>*PLEASE BE ADVISED: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.</p>			

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Central USD will provide facilities and operations to meet program needs including labs, classrooms, libraries, and fields.	\$17,929,329.88	No

Action #	Title	Description	Total Funds	Contributing
3.2	Multi-Tiered System of Support-Behavior Tier 1	Moved to Goal 2 Action 7 2022-23		No
3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Moved to Goal 2 Action 8 2022-23		Yes
3.4	Family Engagement	<p>Based on the data provided by the CA School Dashboard student performance in ELA/Math on CAASPP show that while making gains, all students are not yet achieving at a green or higher level. Local data collected in lieu of CAASPP for the 21-22 school year, indicates that improvement is needed in English-language arts and math; especially for EL students and .</p> <p>With reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for LI, EL, &amp; FY had plateaued at low for all ELA indicators throughout at low or very low for mathematics. Local data shows more ongoing progress for the 2022-23 school year. ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above grade level as measured from Fall 2022 assessments to Spring 2023.</p> <p>Other measures for this action include the CA Dashboard Local Indicator #3 (Parent Engagement) and results from the local climate survey. The Family Engagement Framework published by CDE notes that "Those of us in the education community know that family engagement is one of the single most important factors in helping students succeed in school." To increase parent engagement and promote student learning, Central USD will provide personnel and training based on parent interest and support school sites as they engage families on their campuses.</p>	\$545,961.63	No



Action #	Title	Description	Total Funds	Contributing
3.5	Community Liaisons - Bilingual, Family Outreach Liaison	<p>Central USD's CAASPP ELA and Math performance indicators show overall performance gaps with respect to EL, FY, and LI students when compared to the performance of White, Asian, and Filipino subgroups. Local data collected in lieu of CAASPP for the 21-22 school year, indicates that improvement is needed in English-language arts and math; especially for EL students. With reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for LI, EL, &amp; FY had plateaued at low for all ELA indicators throughout at low or very low for mathematics. Local data shows more ongoing progress for the 2022-23 school year. ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above grade level as measured from Fall 2022 assessments to Spring 2023.</p> <p>Based on a local needs assessment and educational partner feedback, Central USD determined that there needed to be an increase in the amount of community outreach and support to help improve access and resources for EL, LI, and FY students and families.</p> <p>In an effort to engage parents of these student groups, Central USD will continue to provide parent outreach services through highly trained support staff including five Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, two Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These resources and Liaisons are designed to increase the district's ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented by facilitating parent-school communication, conducting home visits, and parent education classes, and providing assistance at parent/teacher meetings, etc. Central USD will continue to improve communication with families that speak languages other than English by adding enough Community Liaisons-Bilingual at the Elementary levels, and Family Outreach Liaisons at all secondary sites so that each site has a</p>	\$1,880,463.49	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>full-time person available. This will allow each site to have its own liaison to grow family engagement and improve communications at their sites. The district also provides full-time interpreters/translators in Punjabi and Spanish as well as contracts with Language Line to provide on-site telephonic or virtual interpretation in 240 languages.</p> <p>These services are expected to be effective because studies show there is a positive correlation between parental engagement at school, positive school climate and culture, and improved student performance. The district expects that these services will result in increased local assessment data for ELA and math as well as CAASPP ELA and Math scores for EL, FY, and LI students. This action is designed to meet the needs most associated with EL, FY, and LI students. However, because we expect that all students struggling academically will benefit, this action is provided on a LEAwide basis.</p>		
3.6	Access to Technology	<p>Interviews, surveys, and distance learning attendance records have indicated that LI, EL, and FY students have struggled to access technology that is essential for learning. This is evidenced by CAASPP scores, CCI, and graduation rates for these particular groups in comparison to all students.</p> <p>Central USD EL, FY, and LI students will be provided access and training with digital academic resources and technology to accelerate learning through a school-to-home program in combination with in-classroom access, improve equity for the identified students, and extend educational opportunities beyond the school day. The district will continue to expand, update, and support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access to TK-12. In addition, Central USD will provide staff (certificated instructional support coach or ISC, Director of Instructional Technology, and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving low-income, English learner,</p>	\$2,928,649.07	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and foster youth student achievement. Instructional Technology provides support for the use of technology in classrooms across Central to ensure that the equipment, programs, and materials that support LI, EL, and FY student learning are on devices in the district and at home. Technology provides LI, EL, and FY students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables the identified students to explore new subjects and deepen their understanding of difficult concepts.</p> <p>This action is designed to meet the needs most associated with English learners, foster youth, and low-income students. However, because we expect that all students will benefit, this action is provided on a LEAwide basis. As a result of providing this technology and staff support, Central USD expects that the LI, EL, and FY students will experience increases in academic performance on CAASPP and become better prepared for college, career, and community as evidenced by improved CCI, and graduation rates.</p>		

## Goal Analysis [2022-23]

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

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

Action 1, 'Facilities', speaks to providing Central US will provide facilities and operations to meet program needs including labs, classrooms, libraries, and fields. The annual Facilities Inspection Tool or "FIT" reports were completed in July 2022 and the Williams Act site visits in August 2022 showed that 100% of our facilities had an overall rating of "Good" or "Exemplary". Staff will continue to use maintenance and facilities funds to improve district facilities in order to provide safe, clean, and effective learning environments. Analysis of this action saw no substantive differences between planned actions and actual implementation.

Actions 2 & 3 were moved to Goal 2 in 2021-22.

Action 4, 'Family Engagement', strives to increase parent engagement and promote student learning, Central USD provided personnel and training based on parent interest and supports school sites as they engage families on their campuses. Sessions offered included topics such as how to support your child's social-emotional learning, Literacy, and Math nights, STEM nights, and district-wide community partner input

sessions including students, staff, community members, and parents. Analysis of this action saw no substantive differences between planned actions and actual implementation.

Action 5, 'Community Liaisons -Bilingual, Family Outreach Liaison', supports parent outreach services through highly trained support staff including five Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, two Family Outreach Liaison at secondary (Spanish), and interpretation/translation personnel-(Spanish, Punjabi, Hmong) available to all schools. These resources and Liaisons have increased the district's ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented. The liaisons have facilitated parent-school communication, conducted home visits, and parent education classes, and provided assistance at parent/teacher meetings, etc. The district also contracted with Language Line to provide on-site telephonic or virtual interpretation in 240 languages. Analysis of this action saw no substantive differences between planned actions and actual implementation.

Action 6, 'Access to Technology', was crafted to ensure equity of access to technology for EL, FY, & LI students. This action includes staffing devices, hotspots, and access to digital academic resources. Central USD provided access for students without devices and/or internet connectivity. The district implemented the Emergency Connectivity Funding Grant for expanded School 2 Home devices. Central USD also worked with both TMobile and ATT to ensure that students who were experiencing "dead zones" were provided a hotspot with a strong connection. The Chromebook update implemented for 3-12th grade devices increased access at all schools for students accessing digital resources. Devices were added for grades TK-2.

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

Action 1, 'Facilities', increased significantly by \$20,497,107) due to the increased cost of a water well upgrade project as well as damage loss payouts.

Actions 2 & 3 were moved to Goal 2 in 2021-22.

Action 4, 'Family Engagement', increased from \$391,633 estimated costs to \$536,136 due to salary increases from the settlement of labor negotiations added to the cost of this action.

Action 5, 'Community Liaisons -Bilingual, Family Outreach Liaison', decreased slightly by \$26,350 due to vacant positions for almost half of the school year.

Action 6, 'Access to Technology', increased by \$2,352,924 as a result of increased cost for the purchase of devices for TK-2 students.

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

The district sees action 1 'Facilities' as highly effective based on the 22-23 FIT report, 100% of facilities had a score of "Good or Exemplary" as evaluated annually by the FIT. Core instructional materials were provided at the rate of 100% as well.

Measures of actions 2 & 3 ' Multi-Tiered System of Support-Behavior Tier 1-3' were moved to Goal 2 in the 2021-22 plan.

Action 4, 'Family Engagement', and Action 5, 'Community Liaisons -Bilingual, Family Outreach Liaison', continue to show as 'standard met' by CA Dashboard local measures and the parent engagement reflection tool. Overall local survey data measuring a positive climate noted favorable responses declined in all areas except for the responses from family members. Local survey data measuring favorable responses about feelings of school safety went down for both family members and students. The parent engagement staff is looking forward to working with sites to leverage this data and provide professional learning for both parents and staff in order to address the decline in favorable responses in these areas. With reporting on the CA Dashboard from 2019 to 2021 it is noted that the performance of all students and especially for LI, EL, & FY had plateaued at low for all ELA indicators throughout at low or very low for mathematics. Local data shows more ongoing progress for the 2022-23 school year. There was progress noted in local data as ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above grade level as measured from Fall 2022 assessments to Spring 2023.

Action 6, 'Access to Technology, saw work done with both TMobile and ATT to ensure that students who were experiencing "dead zones" were provided a hotspot with a strong connection. The Chromebook update implemented for 3-12th grade devices increased access at all schools for students accessing digital resources. Devices were added for grades TK-2. As noted above, progress noted in local data as ELA iReady data shows an average increase of 12% of EL, FY, and LI students reading at or above grade level as measured from Fall 2022 assessments to Spring 2023. Math iReady data shows an average increase of 11% of EL, FY, and LI students at or above grade level as measured from Fall 2022 assessments to Spring 2023.

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.

Action 1, 'Facilities', Central USD will provide facilities and operations to meet program needs including labs, classrooms, libraries, and fields. No significant changes have been planned at this time.

Actions 2 & 3 'MTSS System of Support-Behavior Tier 1-3' was moved to Goal 2 in 2021-22.

In Actions 4 & 5, 'Community Liaisons -Bilingual, Family Outreach Liaison', Central USD will continue to improve communication with families that speak languages other than English by adding up to 10 FTE for Community Liaisons-Bilingual at the Elementary levels, and up to 5 FTE to hire Family Outreach Liaisons at all secondary sites. This will allow each site to have its liaison to grow family engagement and improve communications at their locations.

Action 6, 'Access to Technology', students will be provided access and training with digital academic resources and technology to accelerate learning through a school-to-home program in combination with in-classroom access, improve equity for the identified students, and extend educational opportunities beyond the school day. The district will continue to support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access to TK-12. No significant changes have been planned.

Please note the added metric for the local climate survey, school safety as perceived by teachers. The baseline for 2023-24 SY is: Teachers-57% favorable responses (staff - family relationships) & 77% favorable responses (staff-leadership relationships), not the standard school safety question as answered by families and students. Also, note that the desired outcome and measure for suspension and expulsion rates have be reset to reflect data as measured in alignment with pre-pandemic rates.

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

# Goals and Actions

## Goal

Goal #	Description
4	Central Unified will provide a free and appropriate education (FAPE) for Students with Disabilities (SWD) to improve academic achievement and graduation rate.

An explanation of why the LEA has developed this goal.

California's School Accountability System uses multiple measures of student success to define a quality education. Additionally, there is an increased focus on identifying and addressing disparities among student groups. After the posting of the 2022 Fall CA Dashboard, Central USD was identified for Differentiated Assistance based on the graduation rate for SWD. The graduation rate for SWD is 52.1% vs 86.7% for 'all' students, a difference of 13.8%. Based on the Dashboard, SWD is performing 87.9 points below standard on CAASPP ELA (63.1 points lower than 'all' students) and 118 points below standard on CAASPP math (54.3 points lower than 'all' students). Local planning and decision making is imperative to improving student performance. The suspension rate for SWD is 8.9% (Very High) vs. 6% (High) for 'all' students. Local planning and decision making is imperative to improving student academic performance and connectedness to school. By focusing on utilizing Network Improvement Science, Central USD will improve academic outcomes for SWD as well as increase graduation rates from 52.1% to 68% by the end of the 2023-24 school year.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 52.1 % (Very Low)	NA-New Metric for 2023-24	NA-New Metric for 2023-24		Data Year 2022-23 Data Source: CA Dashboard 68% ( Low)
ELA Performance Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 87.9 points below standard (Very Low)	NA-New Metric for 2023-24	NA-New Metric for 2023-24		Data Year 2022-23 Data Source: CA Dashboard 70 points below standard ( Low)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Performance Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 118 points below standard (Very Low)	NA-New Metric for 2023-24	NA-New Metric for 2023-24		Data Year 2022-23 Data Source: CA Dashboard 95 points below standard ( Low)
Suspension Rate Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 8.9 % (Very High)	NA-New Metric for 2023-24	NA-New Metric for 2023-24		Data Year 2022-23 Data Source: CA Dashboard 7.9 % (High)
Chronic Absenteeism Rate Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 47.4 % (Very High)	NA-New Metric for 2023-24	NA-New Metric for 2023-24		Data Year 2022-23 Data Source: CA Dashboard 37 % (High)

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Networked Improvement Committee(NIC) for Special Education Academic Systems	<p>Central USD will convene a Networked Improvement Committee(NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to poor academic performance for SWD as well as low graduation rates. The NIC will study district systems through a cycle of continuous improvement to implement changes that improve student outcomes. This process will include community partners in a needs assessment and implement improvement efforts specifically designed to support positive student outcomes. All actions will be embedded in the site School Plan for Student Achievement (SPSA) and aligned with the LCAP actions.</p> <p>Sites involved in the NIC are Glacier Point Middle School, Central East High School, Harvest &amp; Roosevelt Elementary. Sites were identified</p>	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>based on need and program demands (schools that have been prioritized as a high priority.) The network includes General Education (GE) and SWD teachers, administrators (site and district) psychologists, and county-level experts.</p> <p>The NIC meets quarterly and administration huddles with the FCSS support team in the interim. Sites huddle monthly to discuss actions and monitor progress with student academic performance. The Plan-Do-Study-Act (PDSA) cycle is an important aspect of the NIC and is shorthand for testing a change in the real work setting — by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method adapted for action-oriented learning. After testing a change on a small scale, learning from each test, and refining the change through several PDSA cycles, the team will implement the change on a broader scale. After the successful implementation of a change or package of changes for SWD, the team can spread the changes to other sites. It is the expectation that the results of the Plan, Do, Study &amp; Act (PDSA) cycle embedded in the NIC will be replicable to all sites and SWD to improve academic performance and graduation rates for all SWD in Central USD.</p> <p>*This action does not have funding attached as expenditures will be included in the Special Education department budget.</p>		
4.2	Middle School Professional Learning/Systems Review of Special Day Classes	Middle Schools (El Capitan, Glacier Point & Rio Vista) will participate in an accelerated "Sprint" to examine and analyze Special Day Class (SDC) data analysis, systems, use of curriculum with fidelity, student program placement, and implementation of high leverage practices to improve academic achievement. The purpose of this 'Sprint ' is to allow Central USD to create a self-contained pathway for SDC students at the high schools. This pathway will teach essential skills using the core curriculum in ELA, Math, and Science. This action is intensely focused to keep SDC students on the diploma track to increase the graduation rates of our SWD. At the Elementary level, the district will use the Wonder Works curriculum to supplement the ELA-	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		<p>SDC class curriculum. Staff development to support the implementation will occur on calendared 'principal days'. Additionally, staff will meet to review Individualized Education Plans (IEP) and goals on a quarterly schedule.</p> <p>*This action does not have funding attached as expenditures will be included in the Special Education department budget.</p>		
4.3	Networked Improvement Committee(NIC) for Special Education Classroom School Connection Systems	<p>Central USD will convene a Networked Improvement Committee(NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to high suspension rates for SWD. The NIC will study district systems through a cycle of continuous improvement to implement changes that improve student outcomes. This process will include community partners in a needs assessment and implement improvement efforts specifically designed to support positive student outcomes. All actions will be embedded in the site School Plan for Student Achievement (SPSA) and aligned with the LCAP actions. Sites were identified based on need and program demands and include Teague, Saroyan, El Capitan, Central East High School, Pershing Continuation High School, and Pathway Community Day School. Sites were selected to represent the range of schools within the District. The network includes administrators (site and district) psychologists, teachers, counselors, psychologists from the sites, and county-level experts.</p> <p>The NIC will meet quarterly and administrators will huddle with the FCSS support team in the interim. Sites will huddle monthly to discuss actions and monitor progress with student academic performance. The Plan-Do-Study-Act (PDSA) cycle is an important aspect of the NIC and will allow for testing a change in the real work setting — by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method adapted for action-oriented learning. After testing a change on a small scale, learning from each test, and refining the</p>	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		<p>change through several PDSA cycles, the team will implement the change on a broader scale. After the successful implementation of a change or series of changes for SWD, the team can spread the changes to other sites. It is the expectation that the results of the Plan, Do, Study &amp; Act (PDSA) cycle embedded in the NIC will be replicable to all sites and SWD to decrease suspension rates for all SWD in Central USD.</p> <p>*This action does not have funding attached as expenditures will be included in the Special Education department budget.</p>		

## Goal Analysis [2022-23]

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

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

This goal is new to the 2023-24 LCAP.

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

This goal is new to the 2023-24 LCAP.

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

This goal is new to the 2023-24 LCAP.

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

This goal is new to the 2023-24 LCAP.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$46,913,600.00	\$5,057,748

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.27%	3.80%	\$5,868,122.08	32.08%

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

## Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize their efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, Central USD will achieve the anticipated outcomes to meet each identified student group’s stated need(s).

The required justification for how the district is increasing services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section. Each contributing action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effectively closes equity and performance gaps.

Each “wide” action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and/or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this is to increase transparency for our educational partners so they can more easily understand the rationale and design behind each “wide” action. The contributing “wide” actions in this plan are:

#### Goal 1

- 1.2 Literacy-Rich Schools
- 1.4 Multi-Tiered System of Support-Academic Tier 2-3
- 1.7 Allocations to School Sites
- 1.9 English Language Proficiency for all English Learners

#### Goal 2

- 2.1 Academic & Career Counseling
- 2.2 Access to Technology- (Moved to Goal 3 Action 6 for 2022-23)
- 2.5 Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3
- 2.7 MTSS-Behavior Tier 2-3 (formerly Goal 3.3)
- 2.8 Multi-Tiered System of Support-Behavior Tier 2-3

#### Goal 3

- 3.6 Access to Technology (new to Goal 3, formerly Goal 2.2)
- 3.5 Community Liaisons-Bilingual, Family Outreach Liaisons

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

Central USD has demonstrated it has met the identified required minimum proportionality percentage by providing increased/improved services for our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in

the prompt above and justified in detail in each contributing action description, as applicable, within this plan. Our intent in using this approach is to justify how each contributing action is principally directed and effective within each of action description and meets or exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language.

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

Districts that have a high concentration of students who are English learners, foster youth, and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. All school sites in the district are above the 55% threshold for supplemental and concentration funding. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students.

These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Action 1.2- Literacy-Rich Schools

- Central USD will hire additional ISCs specifically to provide professional learning and academic support for MTSS Tiers 2 & 3

Action 1.4- MTSS Academic Tiers 2 & 3

- Central USD will expand paraprofessional support to full-time positions to provide academic support for staff to MTSS Tiers 2 & 3

Action 1.9- English Language Proficiency for All English Learners

- EL Newcomer Teacher (TOSA/itinerant)
- EL Teachers (TOSA)
- Primary Language Tutors (classified/paraprofessional support)

Action 2.8

- Central USD will add a Board Certified Behavior Analyst (BCBA), to increase behavior support.
- The district will expand and support 'thinkerys' at all school sites.
- The district will hire a Supervisor for Campus Culture/Safety.
- Central USD will increase safety liaison positions to support the continued positive learning environment and school climate.

Action 3.5

- Central USD will add Community Liaisons/Bilingual and Family Outreach Liaisons to provide full-time staffing at all sites.

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



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$199,768,976.19	\$18,206,068.52	\$514,630.52	\$16,124,703.75	\$234,614,378.98	\$173,050,863.06	\$61,563,515.92

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Access To Core	All	\$880,394.53	\$1,753,199.77		\$41,150.00	\$2,674,744.30
1	1.2	Literacy Rich Schools	English Learners Foster Youth Low Income	\$4,764,482.92	\$17,000.00		\$26,622.76	\$4,808,105.68
1	1.3	Multi-Tiered System of Support-Academic Tier 1	All	\$287,209.05	\$259,905.00	\$15,929.87	\$8,822,188.73	\$9,385,232.65
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	English Learners Foster Youth Low Income	\$15,598,688.29	\$14,792,346.00	\$478,700.65	\$2,816,101.84	\$33,685,836.78
1	1.5	Assessment & Professional Learning Communities (PLCs)	All				\$1,360,749.54	\$1,360,749.54
1	1.6	Professional Development & Instructional Support Coaches (ISC)	All	\$1,180.00			\$238,103.18	\$239,283.18
1	1.7	Allocations to School Sites	English Learners Foster Youth Low Income	\$2,411,974.67				\$2,411,974.67
1	1.8	College & Career Pathways	All				\$167,140.00	\$167,140.00
1	1.9	English Language Proficiency for all English Learners	English Learners	\$9,148,403.57			\$1,227,365.84	\$10,375,769.41
2	2.1	Academic & Career Counseling	English Learners Foster Youth Low Income	\$3,421,140.68			\$2,000.00	\$3,423,140.68

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Access to Technology						
2	2.3	Broad Course of Study with Appropriately Credentialed Teachers	All	\$111,900,863.25	\$1,377,617.75			\$113,278,481.00
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	All	\$2,683,580.45				\$2,683,580.45
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	English Learners Foster Youth Low Income	\$6,757,338.92				\$6,757,338.92
2	2.6	Co-Curricular Activities	All	\$8,730,663.75				\$8,730,663.75
2	2.7	Multi-Tiered System of Support-Behavior Tier 1	All	\$4,048,540.39				\$4,048,540.39
2	2.8	Multi-Tiered System of Support-Behavior Tier 2-3	Foster Youth Low Income	\$6,737,129.51			\$562,264.00	\$7,299,393.51
3	3.1	Facilities	All	\$17,929,329.88				\$17,929,329.88
3	3.2	Multi-Tiered System of Support-Behavior Tier 1	All					
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Foster Youth Low Income					
3	3.4	Family Engagement	All	\$67,275.33	\$6,000.00	\$20,000.00	\$452,686.30	\$545,961.63
3	3.5	Community Liaisons - Bilingual, Family Outreach Liaison	English Learners Foster Youth Low Income	\$1,875,846.59			\$4,616.90	\$1,880,463.49
3	3.6	Access to Technology	English Learners Foster Youth Low Income	\$2,524,934.41			\$403,714.66	\$2,928,649.07
4	4.1	Networked Improvement Committee(NIC) for	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Special Education Academic Systems						
4	4.2	Middle School Professional Learning/Systems Review of Special Day Classes		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	Networked Improvement Committee(NIC) for Special Education Classroom School Connection Systems		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$165,936,611	\$46,913,600.00	28.27%	3.80%	32.08%	\$53,239,939.56	0.00%	32.08 %	<b>Total:</b>	\$53,239,939.56
								<b>LEA-wide Total:</b>	\$49,818,798.88
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$3,421,140.68

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Literacy Rich Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,764,482.92	0%
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,598,688.29	0%
1	1.7	Allocations to School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,411,974.67	0%
1	1.9	English Language Proficiency for all English Learners	Yes	LEA-wide	English Learners	All Schools	\$9,148,403.57	0%
2	2.1	Academic & Career Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central High School East,Central OHS & Justin Garza High School	\$3,421,140.68	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Access to Technology				All Schools		0%
2	2.5	Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,757,338.92	0%
2	2.8	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$6,737,129.51	0%
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	LEA-wide	Foster Youth Low Income	All Schools		0%
3	3.5	Community Liaisons - Bilingual, Family Outreach Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,875,846.59	0%
3	3.6	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,524,934.41	0%

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$203,534,687.38	\$327,646,507.52

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Access To Core	No	\$1,807,950.00	\$2,657,183.56
1	1.2	Literacy Rich Schools	Yes	\$2,363,011.94	\$2,671,518.70
1	1.3	Multi-Tiered System of Support-Academic Tier 1	No	\$29,781,490.62	\$72,018,507.56
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	\$10,582,219.33	\$58,813,095.11
1	1.5	Assessment & Professional Learning Communities (PLCs)	No	\$2,940.73	\$1,365,729.08
1	1.6	Professional Development & Instructional Support Coaches (ISC)	No	\$908,025.79	\$3,826,282.10
1	1.7	Allocations to School Sites	Yes	\$1,115,799.74	\$1,861,901.23
1	1.8	College & Career Pathways	No	\$1,117,110.66	\$1,850,346.93
1	1.9	English Language Proficiency for all English Learners	Yes	\$6,605,357.38	\$7,312,308.00
2	2.1	Academic & Career Counseling	Yes	\$742,534.49	\$1,121,002.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Access to Technology			
2	2.3	Broad Course of Study with Appropriately Credentialed Teachers	No	\$100,471,848.73	\$100,471,848.73
2	2.4	Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	No	\$3,184,528.07	\$3,419,484.49
2	2.5	Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	\$4,357,796.92	\$4,446,611.34
2	2.6	Co-Curricular Activities	No	\$7,034,630.49	\$8,580,669.74
2	2.7	Multi-Tiered System of Support-Behavior Tier 1	No	\$4,559,947.70	\$4,761,759.94
2	2.8	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	\$4,383,046.84	\$4,983,601.24
3	3.1	Facilities	No	\$20,472,217.32	\$40,969,324.40
3	3.2	Multi-Tiered System of Support-Behavior Tier 1			
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3			
3	3.4	Family Engagement	No	\$391,633.36	\$536,136.62
3	3.5	Community Liaisons -Bilingual, Family Outreach Liaison	Yes	\$608,679.65	\$582,354.94
3	3.6	Access to Technology	Yes	\$3,043,917.62	\$5,396,841.04

**2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$39,710,599	\$31,438,845.95	\$33,842,476.92	(\$2,403,630.97)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Rich Schools	Yes	\$2,346,900.93	\$2,592,713.09	0%	0%
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	\$9,601,235.32	\$10,811,063.61	0%	0%
1	1.7	Allocations to School Sites	Yes	\$1,115,799.74	\$1,861,901.23	0%	0%
1	1.9	English Language Proficiency for all English Learners	Yes	\$5,861,737.34	\$6,089,231.00	0%	0%
2	2.1	Academic & Career Counseling	Yes	\$740,534.49	\$815,578.60	0%	0%
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	\$4,311,032.46	\$4,400,880.40	0%	0%
2	2.8	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	\$4,341,817.14	\$4,380,107.54	0%	0%
3	3.5	Community Liaisons -Bilingual, Family Outreach Liaison	Yes	\$451,437.77	\$415,181.76	0%	0%
3	3.6	Access to Technology	Yes	\$2,668,350.76	\$2,475,819.69	0%	0%



**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$154,230,890.00	\$39,710,599	0.00%	25.75%	\$33,842,476.92	0.00%	21.94%	\$5,868,122.08	3.80%

# Instructions

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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



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

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

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

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

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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



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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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