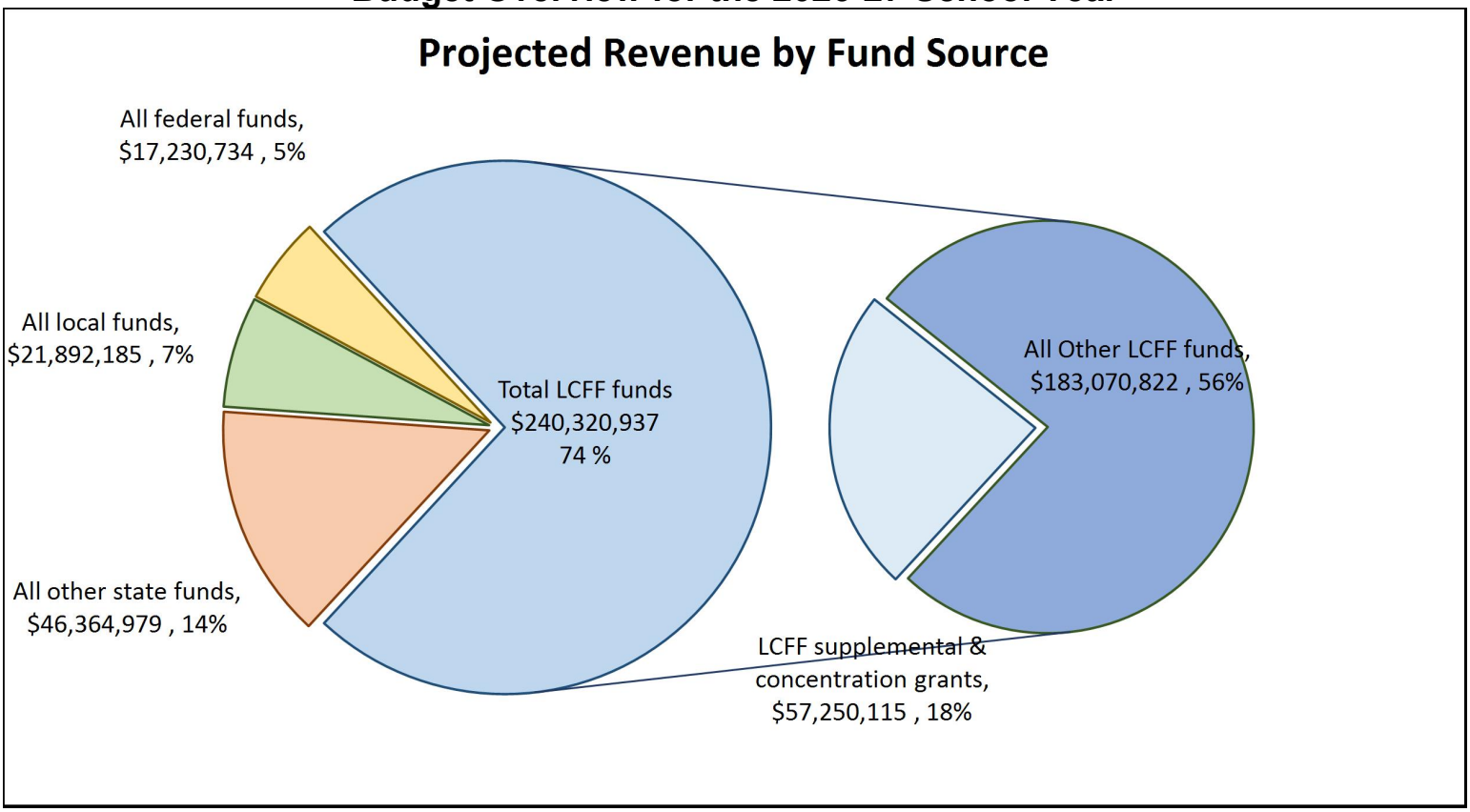
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Unified School District
CDS Code: 10739650000000
School Year: 2026-27
LEA contact information:
Mark Marshall
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 2026-27 School Year

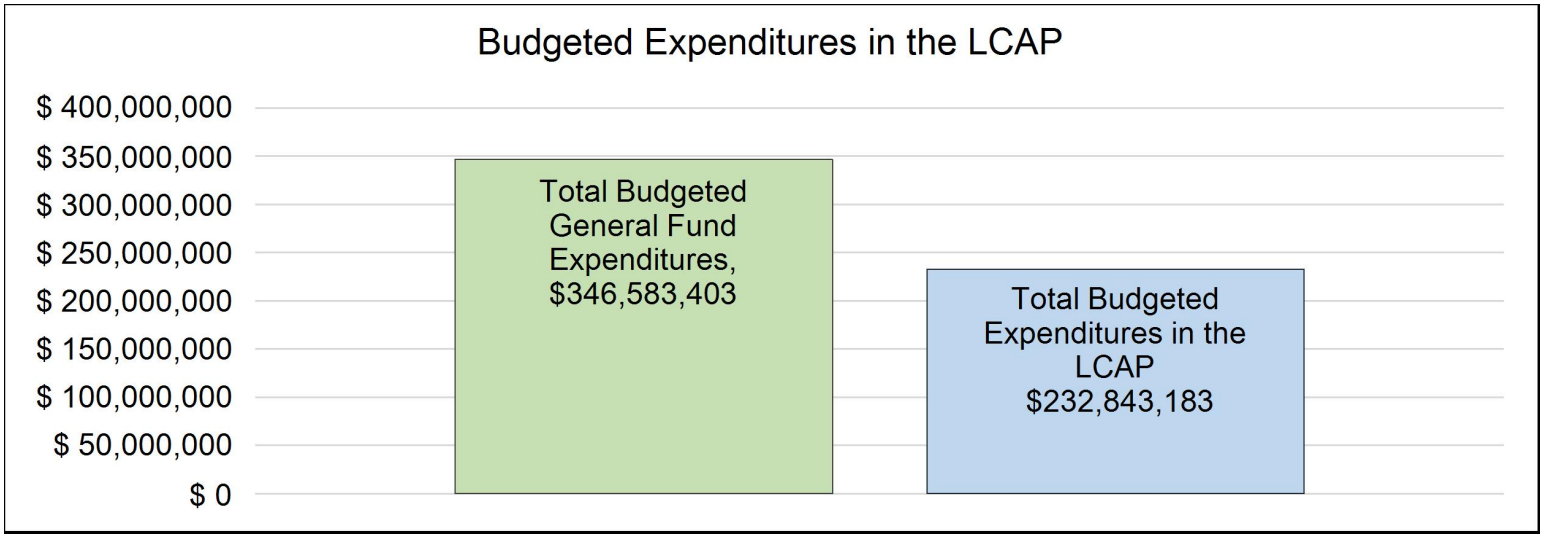


This chart shows the total general purpose revenue Central Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Unified School District is $325,808,835, of which $240,320,937 is Local Control Funding Formula (LCFF), $46,364,979 is other state funds, $21,892,185 is local funds, and $17,230,734 is federal funds. Of the $240,320,937 in LCFF Funds, $57,250,115 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Central Unified School District plans to spend $346,583,403 for the 2026-27 school year. Of that amount, $232,843,183 is tied to actions/services in the LCAP and $113,740,220 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP primarily consist of operational and administrative costs that support the overall functioning of the district but are not associated with specific LCAP goals or actions. These expenditures include costs such as operations, utilities, debt service, transfers, certain special education expenditures, employee benefits associated with districtwide operations, and other legally required or restricted expenditures.

In addition, a portion of the General Fund consists of restricted funding sources that support services and programs for specific student populations and purposes, including English learners, low-income students, special programs, expanded learning and after-school programs, and professional development. While these expenditures contribute to student support and district priorities, they are funded and accounted for through separate restricted funding streams and are not reported as specific actions or services within the LCAP unless they are included as LCAP-funded actions.

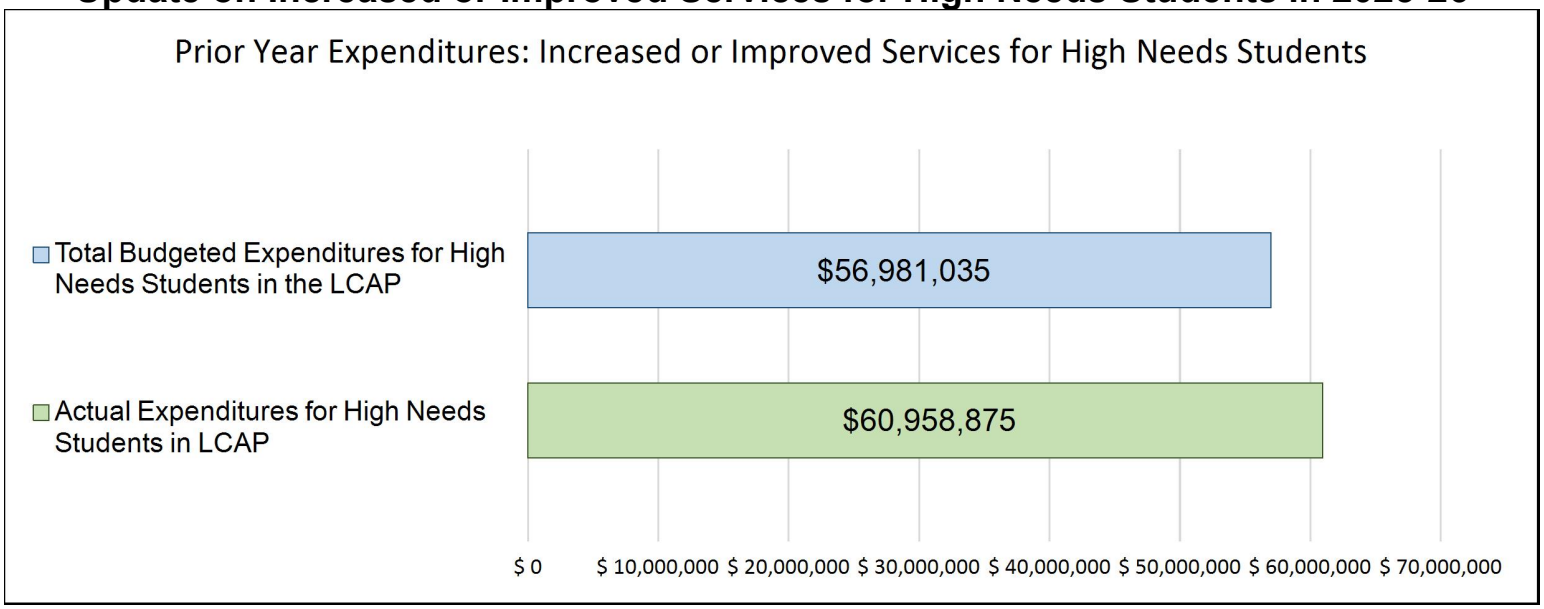
Overall, these expenditures support the district's educational program and day-to-day operations but are not identified as individual actions or services in the LCAP.

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

In 2026-27, Central Unified School District is projecting it will receive $57,250,115 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 $59,709,212 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Central Unified School District's LCAP budgeted $56,981,035 for planned actions to increase or improve services for high needs students. Central Unified School District actually spent $60,958,875 for actions to increase or improve services for high needs students in 2025-26.

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	Mark Marshall Superintendent	markmarshall@centralusd.k12.ca.us 559-274-4700

Plan Summary [2026-27]

General Information

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

Central Unified School District (CUSD) was established on December 22, 1981, following a special election that unified seven smaller school districts. Located on the west side of Fresno, California, CUSD serves a diverse and growing community across 88 square miles of suburban and rural land. Fresno, with a population of over 542,000 according to the 2020 U.S. Census, has a dynamic economy anchored by agriculture, education, healthcare, retail, and distribution. These industries form the backbone of Fresno County's economic stability and highlight the region's diverse and evolving landscape. Within the CUSD boundaries, growth continues with an expanding mix of affordable housing, upscale homes, and productive farmland and ranches.

CUSD has built a reputation as a district committed to high expectations and academic excellence. Several of its schools have been recognized for their strong performance. River Bluff Elementary and Normal Liddell Elementary both rank in the top 25% of California elementary schools while Herndon-Barstow Elementary and Saroyan Elementary both rank within the top 40% of California elementary schools.

The district celebrates its rich diversity, offering an inclusive environment that promotes cultural understanding and prepares students to thrive in a global society. Of the approximately 16,008 students enrolled, 11.7% are English Learners, 0.9% are foster youth, 0.6% are experiencing homelessness, 78.5% are from low-income households, and 12.1% are students with disabilities. The student population reflects a rich cultural mix: 61.2% Hispanic, 17.9% Asian, 9.7% White, and 7.6% African American.

This diversity is a strength, and CUSD has taken proactive steps to support students through initiatives like the Equity Multiplier designation, which identifies and supports schools with high student mobility and socioeconomic needs. This year, six schools earned this designation, including Central Learning Adult/Alternative School Site (CLASS), Central Online Home School (COHS), Pathway Community Day School, Pathway Elementary School, Pershing Continuation High School, and Madison Elementary School.

CUSD is currently undergoing lots of changes and growth. CUSD includes 15 elementary schools, 3 middle schools, 3 high schools, an alternative education high school, an online school, 2 community day schools, and an adult school. The district is continuing to expand to meet the needs of a growing student population. A new high school (Justin Garza HS) and a new elementary school (Jaswant Singh Khalra Elementary School) has recently opened. The district administration team is relatively new, with a new Superintendent, new Assistant Superindendent of Educational Services, and seven new directors for the 25-26 school year.

The district also places a strong emphasis on athletics and extracurricular opportunities, helping students develop teamwork, leadership, and a commitment to wellness. CUSD is consistently ranked among the top districts in California for student-athletes. Beyond academics and athletics, the district is deeply connected to the broader Fresno community through events, service projects, and partnerships that reflect a strong culture of civic engagement and pride.

At the heart of CUSD is a commitment to excellence, equity, collaboration, and community. The district's vision is to be a regional leader in education where all students graduate ready for success. Its mission is to embrace diversity, ensure academic achievement, and empower the next generation of leaders. These goals are supported by core values that guide daily work and long-term planning: communication, achievement, resilience, empathy, and service. Together, these values embody the spirit and purpose of CUSD School District—we ARE Central.

Reflections: Annual Performance

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

The Central Unified School District's (CUSD) Local Control and Accountability Plan (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. Central Unified School District is committed to improving learning outcomes for all students. A detailed analysis of the metrics contained in this plan is provided for each goal within this plan. Central USD continues with solid instruction on content appropriate for each grade level, with high levels of engagement and high expectations.

The 2025 California School Dashboard reflects several areas of strength or consistent growth for CUSD, demonstrating positive progress across key indicators:

- College/Career Indicator (CCI) improved from Low to Yellow to Green, representing an 11.8 percentage point increase in students meeting the "Prepared" level. Notably, all student groups demonstrated improvement, and all but two have already met the 2027 target.
- English Language Arts (ELA) improved from Orange to Yellow, reflecting a 3.9-point increase in performance over two years.

- Mathematics improved from Orange to Yellow, reflecting a 7.3-point increase in performance over two years.
- English Learner Progress Indicator (ELPI) improved from Yellow to Green, with a 1.2 percentage point increase in English learners making progress toward proficiency over two years.
- Graduation Rate remained in the Green performance level, with over 90% of students graduating. Similar to CCI, all student groups showed improvement.

Despite these gains, the Dashboard also highlights areas that require continued focus:

- Chronic Absenteeism declined from Yellow to Orange, indicating a need to strengthen student engagement and attendance systems because consistent attendance is necessary for access to instruction and improved academic outcomes.
- Suspension Rate remains in the Yellow performance level compared to the 2023 Dashboard results. While this reflects a decline from Green in the prior year, overall suspension rates have decreased from 5.2% to 3.4% over the past two years, with reductions across all student groups, indicating progress alongside the need for continued improvement.

Additionally, performance data show that some student groups continue to experience uneven progress:

- In ELA, declines were observed for African American students, students experiencing homelessness, and students with disabilities.
- In Mathematics, declines were observed for foster youth, students with disabilities, and students experiencing homelessness.

During the 25-26 school year, CUSD continued implementation of its Academic Blueprint, which establishes district targets across key metrics and outlines the core strategies designed to improve student outcomes.

Key themes in the Academic Blueprint include:

- Inclusive classrooms where everyone is treated with respect and feels welcome.
- On-grade level instruction with frequent formative checks and adjustments to reach mastery in the standards (focus: math and ELA instruction)
- Small group instruction that differentiates learning to meet every student's needs (focus: EL, SED, FY, Homeless, & SWD)
- PLCs that "huddle" frequently around data to improve outcomes for all students (focus: EL, AA, FY, Homeless & SWD)

The Blueprint also emphasizes the following instructional improvement strategies and change ideas:

- Students engage in tutoring and assessment retakes when initial performance is below expectations, reinforcing a culture of high expectations and mastery because additional time and targeted support allow students to meet grade-level standards.
- Students regularly engage in rigorous mathematics tasks and word problems across coherent progressions, because consistent exposure to complex problem-solving builds conceptual understanding and strengthens mathematical reasoning.
- Students read, write, and speak using grade-level, content-specific academic language, because structured opportunities to use academic language increase comprehension and support success across content areas, particularly for English learners.
- Students complete at least six Interim Assessment Blocks (IABs/FIABs) in ELA and mathematics prior to Spring, because repeated practice with standards-aligned assessments builds familiarity with expectations, content, and tools, improving readiness for high-stakes testing.
- Students set goals and monitor their progress at least three times during the year, because reflecting on progress and adjusting effort builds self-efficacy, ownership of learning, and sustained academic growth.

To support these efforts, the district implemented diagnostic assessments, reading intervention labs, after-school tutoring, and extended learning opportunities including summer and intersession academic academies and credit recovery programs. These actions increased instructional time and supported students needing additional academic intervention in ELA and Mathematics. Ongoing professional development focused on accelerating learning and strengthening grade-level instruction, with continued monitoring to ensure equitable access for Students with Disabilities, foster youth, and students experiencing homelessness.

To address the low proficiency in math at CUSD (despite the growth, only 30% of students are considered proficient), the Academic Blueprint includes targeted math intervention strategies, with a targeted emphasis on coherence in practice for students. This has led to increased instructional time for TK-6, districtwide alignment of math standards, and focus on fewer key domains by grade level to strengthen foundational skills and essential standards.

To address student engagement and attendance, particularly for students experiencing chronic absenteeism, the district implemented a range of supports, including:

- Access to technology (hotspots and Chromebooks)
- Intensive attendance support services and staff
- Home visits and wellness checks
- Expanded access to mental health services

The district continued to refine academic, behavioral, and social-emotional intervention systems to support student re-engagement and improve outcomes across all tiers of support. The work includes exploring and employing re-engagement opportunities for students, adjusting tiers 1, 2, and 3 of Academic, Social-Emotional Learning (SEL), and Behavior Interventions to serve student needs and increase in-person mental health services.

CUSD continued implementing strategies to increase student readiness for graduation and improve College/Career Indicator (CCI) outcomes, with a focus on increasing the percentage of students reaching the “Prepared” level. Even as credit recovery remains a viable option for students, the district acknowledges the significant impact that failing a course can have on a student. To support multiple pathways to graduation, academic counselors developed individualized 4-year academic plans for high school students to guide course selection and monitor progress toward graduation and A–G eligibility. Schools also expanded student and family access to information on A–G requirements, Career Technical Education (CTE) pathways, and dual enrollment opportunities through classroom presentations, parent information nights, and college and career counseling supports to increase student awareness and informed decision-making.

The district’s Academic Blueprint reinforces these efforts through systemwide structures designed to improve instructional quality and student outcomes. This includes implementation of small-group instruction to differentiate learning based on student need, Professional Learning Communities (PLCs) that use student data to inform instruction, and ongoing districtwide professional learning delivered in both asynchronous and synchronous formats. Professional development is focused on strengthening research-based instructional practices that support mastery of state standards.

In addition, CUSD continued to organize improvement efforts through networked improvement communities (NICs), leveraging collaboration among educators to strengthen instructional practice and build collective expertise aimed at improving student outcomes across sites.

CUSD remains committed to providing safe and supportive learning environments through continued implementation of the SAFE team, behavior support instructional aides, and “Thinkery” spaces at school sites that provide students with structured opportunities to reflect on behavior choices and access support. These efforts are embedded within the district’s Multi-Tiered Systems of Support (MTSS), with a continued focus on strengthening student behavior supports and social-emotional learning (SEL) to improve engagement, school climate, and student success.

The Special Education Department continues to support diploma pathways for students with Individualized Education Programs (IEPs), contributing to ongoing increases in graduation rates and expanded access to postsecondary readiness opportunities.

CUSD also prioritized equitable access to technology to support instructional engagement and academic achievement. The One-to-One program provides Chromebook devices for all TK–12 students for use in core instructional settings, ensuring access to digital curriculum and instructional tools. The School2Home program extends access beyond the school day by providing over 2,500 students with internet-enabled Chromebook devices to support learning at home. Together, these programs promote equitable access to digital resources that support learning both in school and at home.

To sustain and strengthen these systems, the district continued to allocate technical and instructional support staff, including Instructional Support Coaches, the Director of Instructional Technology, and site-based technology support aides, to ensure effective implementation, troubleshooting, and integration of digital learning tools across all schools.

CUSD has continued to provide engaging experiential learning opportunities that support problem-solving, collaboration, and critical thinking through funded 6th-grade outdoor education programs. These camps integrate Science, Technology, Engineering, the Arts, and Mathematics (STEAM) as entry points for student inquiry, dialogue, and applied learning across elementary sites. Sixth-grade students participate in experiences such as Scout Island, which emphasizes team building and personal growth, as well as Camp Keep, Wonder Valley, Calvin Crest, and Sierra Outdoor Camp in Sonora. These experiences provide students with hands-on learning opportunities designed to strengthen engagement, collaboration skills, and real-world application of academic concepts.

CUSD remains committed to reaching its targets in key metrics determined by the baseline results of the 2023 dashboard.

Central USD schools receiving the lowest performance level on one or more state indicators on the 2023 Dashboard were Central High School in Math, Central Online Home School (COHS) in Math and College Career Indicator (CCI), Central Unified Alternative (CLASS) for ELA, Math and CCI, El Capitan Middle School for Math and suspension rate, Glacier Point Middle School for Math, Herndon Barstow Elementary, Roosevelt Elementary, Justin Garza High School for English Learner Progress Indicator (ELPI), and Pershing High School for suspension rate and CCI.

Student groups in Central USD receiving the lowest performing level on the 2023 Dashboard included Foster Youth (FY) and Students with Disabilities (SWD) in ELA, FY, SWD & Homeless for Math, FY & Homeless for suspension rate, and African American (AA), EL, Homeless, and SWD for CCI.

Student groups at specific Central USD schools receiving the lowest performance level on one or more state indicators on the 2023

Dashboard include:

Central High East
- ELA -SWD
- Math- SWD & EL
- Graduation-SWD
- CCI-SWD & EL

Central High School
- Math-Hispanic, Socio-economically disadvantaged (SED) & White
- CCI-SWD

COHS
- Math-Hispanic & SED

CLASS
- ELA-SED & Hispanic
- Math- SED & Hispanic
- Graduation-SED
- CCI- SED & Hispanic

El Capitan
- ELA-EL, SWD
- Math- SED, SWD, Hispanic
- Suspension- AA, White

Glacier Point
- ELA-SWD
- Math-African American, SWD & Hispanic

Hahn Phan Tilley
- ELA-EL

River Bluff
- Chronic Absenteeism (CA) – White

Harvest
- ELA-SWD
- CA-White

Herndon Barstow
- ELA-SWD
- Math-SWD

Houghton-Kearney
- Suspension-White

Madison
- ELA-SWD
- Math-SWD

Liddell
- CA-African American & SWD

McKinley
- CA-African American & SWD

Rio Vista
- Math-SWD
- CA-EL
- Suspension-AA

Roosevelt
- ELA-EL & SWD
- Suspension-White

Teague
- ELA-African American
- Math- African American

Pershing High School
- CCI- SED, Hispanic
- Suspension- SED, AA, Hisp

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) meet standard as measured by the CA Dashboard.

The district conducted a needs assessment to identify pupils with the greatest need for learning recovery supports and to determine appropriate evidence-based interventions, consistent with Education Code Section 32526(d)(2). As part of this review, the district examined

the outcomes of Learning Recovery Emergency Block Grant (LREBG) investments that supported academic recovery, intervention services, expanded learning opportunities, student wellness, and social-emotional supports following the COVID-19 pandemic. These investments increased access to targeted academic interventions, mental health services, and learning recovery supports for students with identified needs.

As of the 2025–26 school year, all previously allocated LREBG funds have been fully expended. The district has identified $2,252,462 in remaining LREBG resources to be utilized during the 2026–27 and 2027–28 school years. Consistent with the allowable uses of LREBG funds under Education Code Section 32526(c)(2), these funds will support evidence-based learning recovery by enhancement of ELA and Mathematics instructional programs through small group learning supports provided by staff, expanding learning recovery programs and materials designed to accelerate pupil academic proficiency, providing additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning, and providing additional paraprofessional services through Goal 1, Action 3 – Multi-Tiered System of Support: Academic Tier 1. These investments are intended to accelerate progress in closing learning gaps and maintain or decrease staff-to-pupil ratios by increasing instructional support for students with identified academic needs.

The additional instructional support provided through expanded Tier 1 services is expected to address the district's identified needs because it increases opportunities for students to receive timely small-group instruction, targeted practice, and in-class academic assistance aligned to grade-level standards. By providing additional instructional time and differentiated support within the core instructional program, the district expects students with the greatest learning needs to demonstrate improved academic performance in English Language Arts and Mathematics.

The impact of this investment will be monitored through the existing Goal 1 metrics, including California School Dashboard performance in English Language Arts (Metric 1.1) and Mathematics (Metric 1.2), as well as district progress monitoring data used to evaluate student growth throughout implementation. The district will review overall and subgroup performance data to determine whether the action is reducing identified learning gaps and making progress toward established improvement targets through Fall 2027.

Based on the outcomes of prior learning recovery initiatives, the district will continue to evaluate the effectiveness of practices implemented with LREBG funding. Strategies demonstrating positive impact on student learning and engagement will be considered for integration into ongoing district programs and, when feasible, sustained through other funding sources to maintain services that continue to address the academic needs identified through the district's needs assessment.

Reflections: Technical Assistance

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

After the posting of the 2023 Dashboard, Central USD was identified for Differentiated Assistance (DA) based on the ELA, Math, Suspension Rate, and College Career Indicator for Foster Youth, Students with Disabilities, and Homeless Students. The district utilized outside consultants and vendors to support FY and Homeless students. These include Comprehensive Youth Services, All 4 Youth Mentors, and National Impact Mentoring. Central USD is currently working with 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. 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 coached site administrators and

teachers to improve best-first teaching practices, intervention systems, data analysis, and meet the social-emotional needs of students. Professional learning focused on balanced instruction, using common formative assessments, and unit planning.

Following the release of the 2024 California School Dashboard, the Central Unified School District was identified for Differentiated Assistance (DA) due to persistent performance challenges in key indicators. Specifically, Students with Disabilities (SWD) demonstrated low outcomes in ELA, Math, and Graduation rates. Long-Term English Learners (LTELS) were identified as eligible for differentiated assistance in ELA, Math, and Chronic Absenteeism, as well as American Indians (AI) in ELA, Math, and Chronic Absenteeism. In response, Central USD has mobilized a multi-tiered system of support, leveraging both internal and external resources to address the complex needs of these student groups. Following an updated root cause analysis of the 2024 data, the district continues to develop its MTSS academic, behavioral, and social-emotional systems. This development aims to ensure educational achievement and improved student engagement for SWD, Homeless, and foster youth, as well as for the added student groups of American Indians and LTELS.

In the 2025 California School Dashboard, the Central Unified School District met eligibility criteria for Differentiated Assistance for the following student groups and indicators: Foster Youth, with needs identified in Academics (ELA/Math), Suspension, and Chronic Absenteeism; Students with Disabilities, in Academics (ELA/Math) and Chronic Absenteeism; Homeless Youth, in Academics (ELA/Math) and the College/Career Indicator (CCI); and Black/African American students, in Chronic Absenteeism and Suspension. Furthermore, because Central USD had three or more student groups have been identified for Differentiated Assistance in at least three of the past four years, Central USD has now been identified as meeting the criteria for Level Three support, referred to as Direct Technical Assistance (DTA).

Central USD emphasized continued parent engagement and workshops targeted to empower parents as partners in their students' education, focusing on aligning resources and services to meet the needs of students to keep them in school and improve learning outcomes. From 2023 to 2024, the Central Unified School District showed several areas of improvement on the California School Dashboard. The suspension rate improved from Yellow to Green, with a notable 1.9% decline. Mathematics improved from Orange to Yellow, gaining 3 points. The college/career indicator also advanced from Low to Yellow, with a 4.2% increase in student preparedness. Graduation rates rose by 1.3% to 89%, maintaining a Green status, and chronic absenteeism declined by 4.8%. However, English Learner Progress declined slightly and shifted from Yellow to Orange. Overall, the district demonstrated positive momentum across key academic and school climate indicators.

From 2024 to 2025, the Central Unified School District showed continued improvement on the California School Dashboard. While there were color declines due to a slowdown in the improvement rate in Suspension (Green to Yellow) and Chronic absenteeism (Yellow to Orange), Central Unified continues to demonstrate improvement in this regarding, maintaining suspension rate at around 3% and decreasing the chronic absenteeism rate from 22.1% to 20.9%. Other areas of growth include English Learner Progress (Orange to Green), a 3.5% improvement in English learners who were making progress. The college/career indicator once again improved, going from Yellow to Green, with a 7.6% increase in student preparedness. ELA increased from Orange to Yellow, gaining 5.5 points. Math remained in the Yellow, but showed a gain of 3.3 points. Graduation rate increased by 1.5% as well.

The district partners with external service providers such as Comprehensive Youth Services, All 4 Youth Mentors, and National Impact Mentoring to deliver wraparound services that support the academic and social-emotional development of Foster Youth and Homeless students. In addition, Central USD collaborates with the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team. This partnership focuses on implementing evidence-based practices to address the specific improvement areas for Students with Disabilities

through continuous improvement methodologies and data-driven decision-making. Internally, the district provides targeted administrative and instructional support to school sites through a systems-oriented approach designed to enhance teaching and learning. Central USD deploys instructional coaches and support staff to work directly with site administrators and teachers, focusing on strengthening Tier 1 instruction, refining intervention systems, and enhancing data-informed instructional planning. Professional learning is centered on high-leverage instructional strategies, including balanced literacy, the use of common formative assessments (CFAs), and standards-aligned unit planning. These efforts are aligned with research on effective professional development, emphasizing job-embedded coaching, collaborative inquiry, and continuous cycles of improvement.

Following the release of the 2025 California School Dashboard, Central Unified School District met the eligibility criteria for Differentiated Assistance for multiple student groups and indicators, including Foster Youth in English Language Arts, Mathematics, Suspension Rate, and Chronic Absenteeism; Students with Disabilities in English Language Arts, Mathematics, and Chronic Absenteeism; Homeless students in English Language Arts, Mathematics, and the College/Career Indicator; and Black/African American students in Chronic Absenteeism and Suspension Rate. Because the district has had three or more student groups identified for Differentiated Assistance in at least three of the past four years, Central Unified also met the criteria for Direct Technical Assistance (DTA), the highest level of support within California's statewide system of support.

As part of the Direct Technical Assistance process, Central Unified continues to partner with the Fresno County Superintendent of Schools (FCSS), WestEd, and the California Collaborative for Educational Excellence (CCEE) to implement improvement science practices focused on addressing persistent performance disparities for historically underserved student groups. Through the DTA onboarding process, district teams participated in data analysis, empathy interviews, self-assessments, root cause analysis, and continuous improvement planning to identify systemic barriers affecting student outcomes.

As a result of this process, the district selected its Special Education Department as the primary focus of its Direct Technical Assistance work. In partnership with FCSS and CCEE, the district is building the capacity of site administrators through targeted professional learning, clearer role definition, increased accountability, and stronger ownership of special education programs and student outcomes. This focus was selected because the district's root cause analysis determined that many site administrators need additional knowledge and operational frameworks to effectively lead special education programs, support inclusive instructional practices, and monitor implementation. Without consistent site-level leadership, students are more likely to be referred for initial special education evaluations rather than receiving effective Tier 1 and Tier 2 interventions, and are more likely to be served in more restrictive educational settings. By strengthening administrator capacity, the district intends to improve access to the Least Restrictive Environment (LRE), reduce unnecessary initial special education referrals, strengthen collaboration between general and special education staff, and improve equitable outcomes for students with disabilities.

In addition to its Direct Technical Assistance work, Central Unified is implementing its Compliance and Improvement Monitoring (CIM) Plan for Significant Disproportionality in collaboration with the Fresno County Superintendent of Schools (FCSS) Special Education Local Plan Area (SELPA). The CIM Plan complements the district's DTA efforts by focusing on targeted activities that strengthen the Multi-Tiered System of Supports (MTSS), expand culturally responsive and trauma-informed discipline practices, improve equitable identification procedures, and reduce disproportionality in special education identification. Together, the DTA and CIM initiatives are designed to strengthen district systems, build site leadership capacity, improve inclusive practices, and ensure that students receive appropriate academic and behavioral supports prior to special education referral whenever appropriate. This coordinated work is intended to increase

access to the Least Restrictive Environment (LRE), reduce unnecessary initial special education referrals, and improve equitable outcomes for Students with Disabilities.

The district's Educational Services Plan includes strengthening Professional Learning Community (PLC) implementation, refining classroom walkthrough systems, reidentifying essential standards, increasing principal collaboration around instructional "look-fors," aligning professional learning to the new mathematics adoption and instructional discourse strategies, expanding Multi-Tiered System of Supports (MTSS), strengthening Positive Behavioral Interventions and Supports (PBIS), restorative practices, counseling services, mentoring partnerships, and improving the monitoring of interventions through data-informed decision-making. These efforts are intended to improve instructional quality, increase student access to grade-level instruction, and strengthen academic, behavioral, and social-emotional supports across the district.

Central Unified also demonstrated continued improvement across several California School Dashboard indicators, including graduation rates, English Learner Progress, college/career readiness, suspension rates, chronic absenteeism, and academic performance. District leadership recognizes that sustaining these improvements requires continued alignment among the Direct Technical Assistance process, the district's Educational Services Plan, MTSS implementation, School Plans for Student Achievement (SPSAs), and the Local Control and Accountability Plan (LCAP). The work underway as part of Direct Technical Assistance is reflected in Goal 1, Action 1.11 and Goal 3, Action 3.5, and is aligned to the district's Educational Services Plan, MTSS implementation, SPSA development, and LCAP actions.

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.

None of Central Unified School District's schools were eligible for Comprehensive Support and Improvement (CSI) for the 25-26 School Year. Pershing Continuation High School was eligible in the 24-25 SY but exited CSI for the 25-26 SY.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents & Other Educational Partners	September 1, 2025- March 31, 2026, Google form survey questions administered during the evaluation after every parent event, such as LCAP forums and parent workshops measuring "What is going well with the Central USD LCAP?", "What should we change or stop doing when we think about a new LCAP Plan?", "What have we NOT thought about in implementing the LCAP?". Educational partners were invited to attend Town Hall meetings held on the following dates and locations: February 13, 2025, at El Capitan Middle School; February 18, 2026, at Rio Vista Middle School; February 23, 2026, at Glacier Point Middle School; March 9, 2026, at Biola Elementary; and March 11, 2026, at El Capitan Middle School. The LCAP survey remained open through April 6, 2026. During each Town Hall, district administration provided an overview of the current plan, with a focused emphasis on areas where the district has been identified for differentiated assistance. Following a presentation and an open Q&A session, attendees were invited to provide input through the survey. Staff were available to assist participants with completing the survey. All events offered interpretation services, meals, and childcare to ensure accessibility for families. Participants also received information about timelines and opportunities for continued engagement in the

Educational Partner(s)	Process for Engagement
	LCAP process. QR codes linking to the survey were shared to encourage additional participation and sharing within the community.
SELPA	District Special Education staff met regularly with the Fresno County Superintendent of Schools (FCSS) Special Education Local Plan Area (SELPA) throughout the 2025–26 school year to consult on the development of the Central Unified School District LCAP and to determine the specific actions supporting Students with Disabilities (SWD). Consultation meetings were held on November 12, 2025; January 20, 2026; March 12, 2026; April 10, 2026; and April 16, 2026. During these meetings, district and SELPA staff collaborated to ensure that LCAP actions were aligned with identified student needs, state priorities, and the district's continuous improvement efforts. In collaboration with FCSS SELPA, the Director of Special Education also developed and continues to implement the district's Compliance and Improvement Monitoring (CIM) Plan for Significant Disproportionality. The district consulted with the SELPA to ensure alignment between the LCAP, the CIM Plan, and the district's broader systems improvement work.
Mid Year Report	Per Senate Bill 114, the Mid-Year Report was reported to the board at the regularly scheduled meeting February 24, 2026.
Teachers	Between September 1, 2025, and March 6, 2026, teachers who attended any LCAP forums, parent workshops, and Town Halls at a school site participated in a Google Form survey during the post-event evaluation. The survey included questions such as: “What is going well with the Central USD LCAP?”, “What should we change or stop doing as we consider a new LCAP plan?”, and “What have we NOT yet considered in implementing the LCAP?” Additional input was collected through a targeted survey administered from March 12 to April 6, 2026.
Principals & Other Administrators	Between September 1, 2025, and March 6, 2026, administrators who attended any community event at a school site participated in a Google Form survey as part of the post-event evaluation. The survey asked reflective questions such as: “What is going well with the Central USD LCAP?”, “What should we change or stop doing as we

Educational Partner(s)	Process for Engagement
	consider a new LCAP plan?", and "What have we NOT yet considered in implementing the LCAP?" Additional feedback was gathered through a targeted survey administered from March 12 to April 6, 2026.
Classified & Other School Personnel	Between September 1, 2025, and March 6, 2026, classified staff and other non-certificated school personnel who attended community events at school sites were invited to complete a Google Form survey as part of the post-event evaluation. The survey included questions such as: "What is going well with the Central USD LCAP?", "What should we change or stop doing as we consider a new LCAP plan?", and "What have we NOT yet considered in implementing the LCAP?" Additional feedback was gathered through a targeted survey administered from March 12 to April 6, 2026.
Classified Bargaining Unit	May 7, 2026, via in-person meeting with CSEA representatives to review the LCAP's current goals, and actions. Members offered comments and questions. Per the CSEA request, a customized survey was administered via communication with bargaining unit leadership.
Certificated Bargaining Unit	May 7, 2026, via in-person meeting with CUTA representatives to review the LCAP's current goals, and actions. Members offered comments and questions.
Students	Students were invited to attend Town Hall meetings held on the following dates and locations: February 18, 2026, at Rio Vista Middle School; February 23, 2026, at Glacier Point Middle School; March 9, 2026, at Biola Elementary; and March 11, 2026, at El Capitan Middle School. The LCAP survey remained open through April 6, 2026.
Equity Multiplier Schools by Site	Between March 9 and April 15, 2026, Madison Elementary, Central Online Home School, Pathway Community Day School, Pathway Elementary, Pershing Continuation High School, and the Central Learning Alternative School Site (CLASS) engaged educational partners through a survey to gather input on identified needs. Each Equity Multiplier site consulted with its educational partners to inform the development of the required focus goal specific to each school.

Educational Partner(s)	Process for Engagement
DELAC Input Session	On February 23, 2026, members met to review the current plan and engage in a discussion about existing goals and actions.
PAC Input Session	On February 17, 2026, and March 23, 2026, members of the Central USD Parent Advisory Committee (PAC) met to review the current LCAP and engage in discussions regarding existing goals and actions. The Central USD PAC includes student representatives and, therefore, fulfills the role of the Student Advisory Committee. Input provided during these meetings informed the review of current priorities and the continued refinement of goals and actions included in the LCAP.
MPAC Input Session	Migrant Educational Roundtable (Parents) decided Migrant families would be invited to attend their home site Town Hall meetings. They attended Town Hall meetings held on the following dates and locations: February 13, 2026, at El Capitan Middle School; February 18, 2026, at Rio Vista Middle School; February 23, 2026, at Glacier Point Middle School; March 9, 2026, at Biola Elementary; and March 11, 2026, at El Capitan Middle School. The LCAP survey remained open through April 6, 2026.
Community Partners	Community partners were invited to attend Town Hall meetings held on the following dates and locations: February 18, 2026, at Rio Vista Middle School; February 23, 2026, at Glacier Point Middle School; March 9, 2026, at Biola Elementary; and March 11, 2026, at El Capitan Middle School. The LCAP survey remained open through April 6, 2026. During each Town Hall, district administration provided an overview of the current plan, with a focused emphasis on areas where the district has been identified for differentiated assistance. Following a presentation and an open Q&A session, attendees were invited to provide input through the survey. Staff were available to assist participants with completing the survey. All events offered interpretation services, meals, and childcare to ensure accessibility for families. Participants also received information about timelines and opportunities for continued engagement in the LCAP process. QR codes linking to the survey were shared to encourage additional participation and sharing within the community.

Educational Partner(s)	Process for Engagement
DELAC Draft LCAP for Superintendent Comments	May 22, 2026, the completed draft plan was presented for review. Members were divided into teams to review proposed actions and goals. Members gave comments/questions for the superintendent. Superintendent responded to the comments.
MPAC Draft LCAP for Superintendent Comments	May 22, 2026, the completed draft plan was presented for review. Members were divided into teams to review proposed actions and goals. Members gave comments/questions for the superintendent. Superintendent responded to the comments.
PAC Draft LCAP for Superintendent Comments	May 18, 2026, the completed draft plan was presented for review. Members were divided into teams to review proposed actions and goals. The Central USD PAC includes student participation as well. Members gave comments/questions for the superintendent. Superintendent responded to the comments.
Public Comment	Per Ed Code 52062(a)(2) the 10 day Public Comment Period - May 18-May 29, 2026
Public Hearing	Per Ed Code 52062 (e)(2) at the regular board meeting June 9, 2026
LCAP Adoption	Per Ed Code 52062 (b)(2) at the regular board meeting June 23, 2026
Local Indicators	Presented with LCAP Adoption as per Ed Code 52064.5 (e)(2)
Budget Adoption	Per Ed Code 52062(b)(2) was adopted at the same meeting as 2026-27 LCAP

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

Below is a summary of the feedback we have received from our educational partners.

1. Strengthened Academic Support and Intervention Systems

* Educational partners emphasized the need for stronger academic supports, intervention services, and targeted assistance for struggling students.
* Continue to invest in Multi-Tiered Systems of Support (MTSS), reading intervention programs, math supports, after-school tutoring, summer school, and intersession learning opportunities.
* Continue to provide professional development focused on effective instructional practices, data analysis, and high-quality Tier 1 instruction.
* Prioritize targeted supports for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and other student groups with identified needs.

2. Expanded English Learner Supports

* Parents and community members expressed strong support for ELD teachers, EL coaches, bilingual communication, tutoring, and English Learner services.
* Expand funding for ELD teachers, EL coaches, and English Learner intervention programs.
* Expand bilingual communication, translation services, ELPAC support, and tutoring opportunities for English Learners.
* Continue to prioritize improving outcomes and closing achievement gaps for English Learners.

3. Increased Student Support Staffing and Family Outreach

* Educational partners identified a need for additional classroom support personnel, intervention specialists, bilingual staff, and expanded attendance outreach.
* Expand paraprofessional and classroom support services to increase student access to interventions.
* Continue to and even expand Family Outreach Liaison services, attendance interventions, home visits, and wellness checks.
* Continue and strengthen translation, interpretation, and family outreach efforts to improve communication and engagement.

4. Enhanced School Climate, Mental Health, and Behavioral Supports

* Parents, staff, and bargaining unit representatives emphasized the importance of student safety, mental health services, restorative practices, and behavioral supports.
* Continue funding counseling services, the SAFE Team, mentoring programs, and behavior intervention supports.
* Maintain PBIS implementation and restorative practices as key components of its student support system.
* Continue to build safe, supportive, and inclusive learning environments through MTSS-aligned behavioral and social-emotional supports.

5. Expanded College, Career, and Life Readiness Opportunities

* Educational partners requested expanded access to Career Technical Education (CTE), AVID, dual enrollment, career exploration, life skills instruction, and additional elective opportunities.
* Continue investment in CTE pathways, dual enrollment opportunities, and college and career counseling services.
* Expand career exploration and college readiness opportunities to support multiple postsecondary pathways.
* Prioritize efforts to expand access to career-focused and life-readiness experiences for students.

6. Improved Family Engagement and Communication

* Parents consistently requested clearer communication, increased transparency, multilingual outreach, and greater access to parent education opportunities.
* Strengthens communication systems between schools and families.
* Continue parent workshops, engagement events, and multilingual communication efforts.
* Increase opportunities for families to participate in decision-making and remain informed about student progress and available services.

7. Increased Equity and Consistency Across Schools

* Educational partners expressed concerns regarding inequitable access to programs, interventions, services, and opportunities across school sites.
* Reinforce districtwide expectations for instructional practices, interventions, and student supports.
* Continue efforts to provide equitable access to academic programs, behavioral supports, enrichment opportunities, and family services across schools.
* Prioritize reducing disparities among historically underserved student groups.

8. Alignment with Differentiated Assistance and Direct Technical Assistance Priorities

* Feedback from educational partners aligned with findings from the district's Differentiated Assistance (DA) and Direct Technical Assistance (DTA) processes.
* Strengthen PLC implementation, intervention monitoring, and data-driven decision-making systems.
* Provide professional learning aligned to identified student needs and root cause analysis findings.
* Prioritize improved outcomes for Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and Black/African American students.

Overall, educational partner feedback directly influenced the adopted LCAP by affirming successful programs, identifying areas needing improvement, and guiding investments toward academic achievement, student well-being, family engagement, equity, and college and career readiness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Central Unified will prepare all students to meet/exceed grade-level standards, ensuring college, career, and community readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of the 2025 outcomes data reveals that there have been significant improvements for Central Unified in various metrics. In English Language Arts (ELA), students scored 19.5 points below standard, which is an improvement from the 2023 baseline and halfway towards the target outcome. In Mathematics, students scored 54.6 points below standard, which is also an improvement over the 2023 baseline and only a few points away from the target outcome. In Science, the proficiency rate improved from a baseline of 20.67% to 23.87%. The College & Career Indicator (CCI) saw the most significant growth, improving from 27% in 2023 prepared to 38.8% prepared in 2025.

However, this trend of improvement isn't demonstrated for most of our subgroup populations. While CCI showed significant improvements in all subgroups, the other areas did not show nearly the same growth. For example, in ELA, while English Learners improved from 58.1 points below standard to 46.1 points below standard, students with disabilities (SWD) declined from 90.3 points below standard to 122.2 points below standard; foster youth (FY) nominally improved slightly but effectively plateaued from 98.8 to 97.6 points below; homeless (HO) students declined from 67.8 to 113.7 points below. In Math, while EL students again improved from 85.6 points to 74 points below standard, SWD declined from 117.5 to 150.5 points below standard; FY declined from 136.4 to 146 points below; HO declined from 125.1 to 155.1 points. In Science, despite improvements, these student groups still lag behind the general student population (23.8% proficient): only 2.7% of EL students are proficient, 2.5% of FY, 20.1% of low income/socio-economically disadvantaged students, and 15.4% of homeless students.

These data demonstrate that, while improvements are being made, there is still an urgent need to strengthen academic support in ELA and Mathematics, expand targeted interventions for English Learners, Foster Youth, and Students with Disabilities, and increase access to culturally responsive curriculum and support structures because these student groups continue to experience persistent achievement gaps. Furthermore, continued alignment between high school coursework and postsecondary readiness pathways—including A-G coursework and Career Technical Education (CTE)—is needed because increasing students' access to rigorous coursework and career pathways will better prepare them for college, career, and civic life while supporting more equitable outcomes across student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) Performance Indicator CA Dashboard	2023: Fall CA Dashboard ELA All-23.4 points below standard EL-58.1 points below standard FY-98.8 points below standard LI-31 points below standard SWD- 90.3 points below standard Homeless (HO)-67.8 points below standard Hispanic-33.3 points below standard African American (AA)-41.3 points below standard LTEL-8.83% Prepared	2024: Fall CA Dashboard ELA All- 25 points below standard EL- 60.7 points below standard FY- 82.6 points below standard LI- 33.2 points below standard SWD- 116.5 points below standard Homeless (HO) 117.5 points below standard Hispanic- 34.2 points below standard African American (AA)- 50.1 points below standard LTEL- 107 points below standard, 7.56% Prepared	2025: Fall CA Dashboard ELA All- 19.5 points below standard EL- 46.1 points below standard FY- 97.6 points below standard LI- 28.4 points below standard SWD- 122.2 points below standard Homeless (HO) 113.7 points below standard Hispanic- 27 points below standard African American (AA)- 51.1 points below standard LTEL- 104.4 points below standard, 8.47% Prepared	2026: CA Dashboard ELA All-14.4 points below standard EL-51.1 points below standard FY-89.9 points below standard LI-22 points below standard SWD- 81.3 below standard HO-58.8 below standard Hispanic-24.3 points below standard AA-32.3 points below standard LTEL- 100.0 points below standard, 11.83% Prepared	All: +3.9 EL: +12 FY: +1.2 LI-: +2.6 SWD: -31.9 Homeless (HO): -45.9 Hispanic: +6.3 African American (AA): -9.8 LTEL: +2.6 points below standard, -0.36% prepared
1.2	Math Performance Indicator CA Dashboard	2023: Fall CA Dashboard Math All-63.6 points below standard EL-85.6 points below standard FY-136.4 points below standard LI-71.3 points below standard SWD-117.5 points below standard	2024: Fall CA Dashboard Math All- 60.6 points below standard EL- 84.4 points below standard FY- 115.6 points below standard LI- 69.3 points below standard SWD- 150.2 points below standard	2025: Fall CA Dashboard Math All- 56.3 points below standard EL- 74 points below standard FY- 146 points below standard LI- 65.4 points below standard SWD- 150.5 points below standard	2026: CA Dashboard Math All- 54.6 points below standard EL-76.6 points below standard FY-127.4 points below standard LI-62.3 points below standard SWD- 108.5 points below standard	All: +7.3 EL: +11.6 FY: -9.6 LI-: +5.9 SWD: -33 Homeless (HO): -30.8 Hispanic: +7.7 White: +9 African American (AA): +9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HO-125.1 points below standard Hispanic-74.9 points below standard White-30 points below standard AA-92.2 points below standard LTEL- 1.2% Prepared	HO- 147.5 points below standard Hispanic- 70.8 points below standard White- 30.9 points below standard AA- 91.5 points below standard LTEL- 162.1 points below standard, 1.34% Prepared	HO- 155.9 points below standard Hispanic- 67.2 points below standard White- 23.2 points below standard AA- 91.7 points below standard LTEL- 157.5 points below standard, 3.18% prepared	HO-116.1 points below standard Hispanic-65.9 points below the standard White-21 points below standard AA-83.2 points below standard LTEL- 4.2% Prepared	LTEL: +4.6 points below standard, +1.98% prepared
1.3	California Science Test (CAST) Met or Exceeded Standard	Data Year: 2022-23 Data Source: CAASPP All- 20.67% EL- 0.27% FY- 4.76% LI- 17.73% HO- * *Less than 11 students - data not displayed for privacy	Data Year: 2024 Data Source: CAASPP All- 22.5% EL- 1.5 % FY- 1.54% LI- 19.96% HO- 11.6%	Data Year: 2025 Data Source: CAASPP All- 23.8% EL- 2.7 % FY- 2.5% LI- 20.1% HO- 15.4%	Data Year: 2025-26 Data Source: CAASPP All- 29.67% EL- 9.27% FY- 13.76% LI- 26.73% HO- 9%	All: +3.1% EL: +2.4% FY: -2.3% LI: +2.4% HO: N/A
1.4	EAP ELA	Data Year: 2022-23 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 44% EL- 23% FY- * LI- 47% SWD- 32%	Data Year: 2023-24 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 41% EL- 23% FY- 15% LI- 39%	Data Year: 2024-25 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 49.3% EL- 6.1% FY- 7.1% LI- 45.5 %	Data Year: 2025-26 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 53% EL- 32% FY- 9% LI- 56% SWD- 41%	Data Year: 2025-26 Data Source: CAASPP Pupils scoring conditionally ready or higher All: +5.3% EL: -16.9% FY: * LI: -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Less than 11 students - data not displayed for privacy	SWD- 28%	SWD- 8.1%		SWD: -23.9%
1.5	EAP Math	Data Year: 2022-23 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 20% EL- 7% FY- * LI- 18% SWD- 10% *Less than 11 students - data not displayed for privacy	Data Year: 2023-24 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 20% EL- 6% FY- 7% LI- 17% SWD- 9%	Data Year: 2024-25 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 19.0% EL- 4.9% FY- 0% LI- 16.5% SWD- 2.1%	Data Year: 2025-26 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 29% EL- 6% FY- 9% LI- 27% SWD- 19%	Data Year: 2025-26 Data Source: CAASPP Pupils scoring conditionally ready or higher All: -1% EL: -2.1% FY: *% LI: -1.5% SWD: -7.9%
1.6	Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Fall 2023: CA Dashboard-Local Indicator -Local Indicator 3.5 overall (between Initial and Full Implementation)	Fall 2024: CA Dashboard Data Source: State Reflection Tool -Local Indicator 3.5 overall (between Initial and Full Implementation)	Fall 2025: CA Dashboard Data Source: State Reflection Tool -Local Indicator 3.96 overall (between Initial and Full Implementation)	2026: CA Dashboard- Data Source: State Reflection Tool -Local Indicator 4.0 overall (Full Implementation)	+0.46
1.7	English Learner Progress Indicator (ELPI)	Fall 2023: CA Dashboard 52.7% making progress toward English language proficiency (LEA Level)	Fall 2024: CA Dashboard 50.4 % making progress toward English language proficiency (LEA Level)	Fall 2025: CA Dashboard 53.9% making progress toward English language proficiency (LEA Level)	Fall 2026: Dashboard 61.7% making progress towards English language proficiency (LEA Level)	+1.2% making progress toward English language proficiency (LEA Level) +22.8% making progress toward English language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		33.3% making progress toward English language proficiency (Herndon-Barstow Elementary) 33.3% making progress toward English language proficiency (Roosevelt Elementary) 35.2% making progress toward English language proficiency (Justin Garza)	47.4 % making progress toward English language proficiency (Herndon-Barstow Elementary) 53 % making progress toward English language proficiency (Roosevelt Elementary) 46.8 % making progress toward English language proficiency (Justin Garza)	56.1% making progress toward English language proficiency (Herndon-Barstow Elementary) 59.4% making progress toward English language proficiency (Roosevelt Elementary) 35.2% making progress toward English language proficiency (Justin Garza)	42.3% making progress toward English language proficiency (Herndon-Barstow Elementary) 42.3% making progress toward English language proficiency (Roosevelt Elementary) 44.2% making progress towards English language proficiency (Justin Garza)	proficiency (Herndon-Barstow Elementary) +26.1% making progress toward English language proficiency (Roosevelt Elementary) +9% making progress toward English language proficiency (Justin Garza)
1.8	EL Reclassification Rate	Data Year: 2023-24 Data Source: Aeries 18%	Data Year: 2024-25 Data Source: Aeries 20%	Data Year: 2025-26 Data Source: Aeries 23.6%	Data Year: 2026-27 Data Source: Aeries 20%	+5.6%
1.9	A-G Completion Rate	Data Year: 2022-23 Data Source: DataQuest All- 36% EL- 3% FY- * LI- 31% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2023-24 Data Source: DataQuest All- 28% EL- 13.4% FY- * LI- 25.2% SWD- 1% *Less than 11 students - data not	Data Year: 2024-25 Data Source: DataQuest All- 40.2% EL- 22.2% FY- 10.3% LI- 37.7% SWD- 8.8%	Data Year: 2025-26 Data Source: DataQuest All- 45% EL- 22% FY- 9% LI- 40% SWD- 9%	All: +4.2% EL: +19.2% FY: N/A LI- +6.7% SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			displayed for privacy			
1.10	CTE Pathway Completion Rate	Data Year: 2022-23 Data Source: Local Data All- 98.8% EL- * FY- 98.7% LI- 100% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2023-24 Data Source: Local Data All- 98.9% EL- * FY- * LI- 98.6% SWD- 100%	Data Year: 2024-25 Data Source: Local Data Calculation: Number of Students who got C- or better in Capstone Course OVER the Number of Students enrolled in Capstone Course All- 98.2% EL- * FY- * LI- 97.7% SWD- 100%	Data Year: 2025-26 Data Source: Local Data All- 99% EL- 99% FY- 99% LI- 100% SWD- 99%	All: +0.6% EL: N/A FY: N/A LI: -2.3% SWD: N/A
1.11	A-G Completion and CTE Pathway Completion Combined Rate	Data Year: 2023 Data Source: Dashboard Additional Reports All- 4.7 % EL- * FY- * LI- 4.4% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2024 Data Source: Dashboard Additional Reports All- 5.4% EL- 0% FY- * LI- 5.3% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2024-25 Data Source: Dashboard Additional Reports All- 3.4% EL- 1.8% FY- 2.5% LI- 3.2% SWD- 0.0% *Less than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: Dashboard Additional Reports All- 56% EL- 11% FY- 1% LI- 52.8% SWD- 11%	All: -1.3% EL: * FY: * LI: -1.2% SWD: * *Less than 11 students - data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	AP Pupils Scoring 3 or higher on the yearly examination	Data Year: Summer 2023 Data Source: CollegeBoard All- 72% EL- * FY- * LI- 70% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: Summer 2024 Data Source: CollegeBoard All- 70% EL- * FY- * LI- 66% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: Summer 2025 Data Source: CollegeBoard All- 73% EL- * FY- * LI- 70% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: Summer 2026 Data Source: CollegeBoard All- 78.1% EL- 3.1% FY- 8.1% LI- 75.1% SWD- 53.1%	All: +1% EL: N/A FY: N/A LI: No change SWD: N/A
1.13	College Career Indicator-CA Dashboard	Data Year: 2023 Data Source: CA Dashboard % Prepared: All- 27% EL- 5.8% FY- 0 % LI- 24% SWD- 3.8% AA- 7.6% HO- 5.3% LTEL- 3.4%	Data Year: 2024 Data Source: CA Dashboard % Prepared: All- 31.2% EL- 7.2% FY- 6.1% LI:- 28.6% SWD- 6.1% AA- 21% HO:- 10% LTEL- 8.2%	Data Year: 2025 Data Source: CA Dashboard % Prepared: All- 38.8% EL- 19.3% FY- 13.2% LI- 37.2% SWD- 6.1% AA- 23.0% HO- 8.0% LTEL- 20.0%	Data Year: 2026 Data Source: Fall CA Dashboard % Prepared: All- 36 % EL- 14.8% FY- 9% LI- 3% SWD- 12.8% AA- 16.6% HO- 9.0% LTEL- 12.4%	All: +11.8% EL: +13.5% FY: +13.2 LI: +13.2% SWD: +2.3% AA: +15.4% HO: +2.7% LTEL: +16.6%

Goal Analysis [2025-26]

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

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

Action 1 focused on ensuring that all students in Central Unified School District had access to core instructional materials in all subject areas. Annual library services reports and the absence of Williams complaints or violations confirmed that students had access to standards-aligned instructional materials. Teachers used standards maps to guide instruction and provide timely, meaningful feedback to students. The district's

core curriculum was aligned to California state frameworks and selected through a formal adoption process that included input from educational partners and professional learning to support effective implementation. Central USD also continued to prioritize Visual and Performing Arts (VAPA) programs as part of a comprehensive educational experience. Overall, implementation closely aligned with the planned actions, with minimal variation.

Action 2 expanded access to library and literacy support services within Literacy Rich Schools across Central Unified School District through additional services designed to strengthen student academic achievement. To address identified equity needs, the district enhanced and expanded library systems to create literacy-rich learning environments intended to reduce achievement gaps among student groups. Schools received targeted professional development for library staff focused on high-impact literacy and instructional strategies aligned to identified student performance needs. At the secondary level, teacher librarians integrated Learn 360, digital resources, and the Fresno County SORA digital library to increase student access to literacy tools and instructional materials. The district also expanded its collection of diverse and representative texts across grade levels to ensure students had access to materials that reflected a variety of backgrounds and experiences. Overall, the planned actions were implemented largely as intended, with only minor adjustments during implementation.

Action 3 focused on strengthening the implementation of a Multi-Tiered System of Support (MTSS) for Tier 1 academic instruction across Central Unified School District. The district emphasized the use of effective instructional practices designed to support the diverse learning needs of all students, including students performing below grade level, students with disabilities, and Gifted and Talented Education (GATE) students. All schools within Central Unified provided a continuum of Tier 1 academic supports to promote access to high-quality core instruction. Professional learning in math and literacy continued to expand into additional grade levels to strengthen instructional consistency and student learning outcomes. The district also conducted ongoing classroom observations and instructional walk-throughs, and began the process of creating formal standard observation tools, to monitor and support the effectiveness of Tier 1 instruction. As part of this action, Learning Recovery Emergency Block Grant (LREBG) funds were fully implemented to provide additional paraprofessional support in Kindergarten and Special Education classrooms. These supports were designed to reduce staff-to-student ratios and increase opportunities for targeted small-group and individualized instruction in literacy and mathematics. Supplemental instructional materials and expanded professional learning opportunities, including early literacy support and updated instructional strategies, were also implemented to address identified learning gaps and strengthen outcomes for students with the greatest academic needs, including Foster Youth, students experiencing homelessness, and students with disabilities. The district successfully implemented the planned LREBG-supported services in alignment with the approved expenditure plan and allowable uses of funds. Overall, implementation closely reflected the planned actions, with only minor discrepancies noted.

Action 4 supported the implementation of a Multi-Tiered System of Support (MTSS) for Tier 2 and Tier 3 academic interventions to address identified achievement gaps among student groups. The district provided additional staffing, targeted instruction, and supplemental instructional materials to strengthen intervention services. Academic supports included mathematics and English language arts interventions, before- and after-school tutoring opportunities, paraprofessional assistance, Saturday School, and Summer School programs designed to address students' individual academic needs. To further strengthen intervention services, paraprofessional classroom support was expanded to full-day coverage at identified school sites. Planned actions were implemented as intended.

Action 5 focused on using assessment data and Professional Learning Communities (PLCs) to guide instructional decision-making. Central Unified utilized its data analytics system to streamline the collection, analysis, and distribution of student performance data, allowing school sites to make timely instructional adjustments. Dedicated PLC collaboration time supported progress monitoring, data analysis, and

instructional planning. The district implemented multiple assessment tools, including iReady (K–8), STAR (9–12), DIBELS (elementary), Interim Assessment Blocks (IABs), Focused IABs (FIABs), and common formative assessments. PLC teams regularly engaged in reteach and reassess cycles to refine instruction and monitor student growth. Implementation closely aligned with the planned actions, with no significant differences noted.

Action 6 emphasized building teacher capacity through professional development and instructional coaching support. Central Unified provided ongoing professional learning opportunities for teachers and support staff focused on strengthening instructional practices and assessment literacy. Instructional Support Coaches (ISCs) were assigned to support implementation and ensure effective application of professional learning in classrooms to accelerate student achievement. The implementation that closely reflected the planned actions with no major discrepancies.

Action 7 allocated supplemental funding to school sites based on enrollment counts of Foster Youth (FY), Low-Income (LI), and English Learner (EL) students. Sites used these resources to implement strategies identified in their School Plans for Student Achievement (SPSAs). Targeted supports and interventions were informed through ongoing PLC data analysis and progress monitoring. Expenditures included supplemental literacy and numeracy materials, ELD curriculum resources, intervention supplies, technology hardware and software, credit recovery opportunities, expanded academic and career counseling, college readiness supports, PBIS and parent engagement activities, multicultural events, and educational enrichment experiences such as field trips and science programs. Site use of funds was monitored through the board-approved SPSA process. Implementation remained closely aligned with the intended actions, with no significant differences identified.

Action 8 supported the expansion of College and Career Pathways by increasing student access to Career Technical Education (CTE) and dual enrollment opportunities. Programs were developed based on student interest, labor market trends, and industry input, with an emphasis on increasing participation among underrepresented student groups. Central Unified continued to offer specialized pathways in CTE. Dual enrollment opportunities continued through both the early college model and dual enrollment courses. Participation rates for students with disabilities (SWD) in CTE and students experiencing homelessness in dual enrollment were monitored. Implementation closely matched the planned actions with minimal differences noted.

Action 9 focused on strengthening English language development services for English Learners (ELs). Central Unified provided professional learning aligned to the ELA/ELD Framework to enhance instructional practices supporting language acquisition and academic achievement, with an emphasis on clear lesson objectives, scaffolding strategies, academic English, extended language interaction, and the use of common formative assessments for English Learners. The district prioritized accelerated language development and academic support for newcomer students. The EL Services Supervisor coordinated student intake and placement procedures and facilitated orientation workshops for newcomer families to support their transition into the California school system. Central Unified also implemented the Multilingual Success Network (MSN), which utilized Improvement Science processes to analyze data, identify barriers, and support continuous improvement efforts focused on English Learner outcomes. In addition, the district provided English Learner teachers and Newcomer Teachers to deliver targeted language development and academic support services. Instructional Support Coaches assigned to English Learner programs provided in-class coaching and supplemental resources to assist teachers with the implementation of effective Designated and Integrated ELD practices. Implementation of the action occurred as planned, with no significant differences between the services described and the services provided.

Action 10 addressed the academic and language development needs of Long-Term English Learners (LTELs) through targeted instructional support and ongoing progress monitoring. Teachers received professional development in integrated ELD, focused language development, culturally responsive practices, and differentiated instruction to better meet the needs of LTEL students. Educators established measurable goals for LTELs at the beginning of the school year and monitored student progress throughout each assessment cycle. The EL Services Department continued to provide collaboration, guidance, and support aimed at reducing achievement gaps and increasing reclassification rates. Overall, implementation aligned with the planned actions, with no substantive differences between planned and actual execution.

Action 11 was implemented to address performance gaps for Foster Youth (FY), Students with Disabilities (SWD), and students experiencing homelessness (HO) in English Language Arts (ELA), Mathematics, and the College/Career Indicator (CCI). Central USD partnered with the Fresno County Superintendent of Schools to analyze student performance data and identify root causes contributing to low outcomes in these areas. District administrators, teachers, counselors, psychologists, and county specialists collaborated to evaluate and strengthen academic and college readiness systems through ongoing needs assessments and targeted supports. One key strategy included expanding Career Technical Education (CTE) pathways by securing A–G approval for courses, allowing students to simultaneously meet graduation requirements and college entrance eligibility requirements. The district conducted regular meetings and quarterly progress reviews to monitor implementation and refine supports based on student needs. Continued access to college readiness resources, progress monitoring, and coordinated intervention efforts increased opportunities for targeted student groups to improve academic performance and prepare for postsecondary pathways. Overall, the action was implemented as planned with no significant differences between intended and actual implementation, resulting in stronger alignment between identified student needs and district supports.

Action 12 focused on improving English Language Arts (ELA) outcomes for Students with Disabilities (SWD), English Learners (EL), and African American (AA) students and demonstrated meaningful implementation progress. Nine schools within Central USD were identified for targeted support based on Dashboard and local performance data. A primary strategy centered on strengthening collaboration between general education and special education staff to improve access to grade-level instruction and targeted intervention. At Central East High School, teachers were provided dedicated collaboration time to coordinate supports for SWD students. Glacier Point Middle School partnered with other district schools to develop and implement best practices that increased access to grade-level content for SWD students. Schools also utilized supplemental instructional materials and extended learning opportunities to address identified achievement gaps. El Capitan Middle School expanded after-school learning opportunities for SWD and EL students, while Teague Elementary incorporated culturally relevant literature reflecting African American experiences to increase engagement and reading comprehension. Hahn Phan Tilley Elementary focused on improving ELA outcomes for EL and Long-Term English Learner (LTEL) students through small-group instruction and strengthened Tier 1 instructional supports supported by Teaching Fellows. Harvest Elementary enhanced collaboration between classroom teachers and special education staff to better support SWD students in ELA instruction. Ongoing professional development, data analysis, and collaborative team meetings supported staff capacity to respond to student needs. Roosevelt Elementary provided literacy-focused professional learning for teachers, while Herndon-Barstow and Madison Elementary used assessment data to monitor progress and adjust instruction accordingly. Overall, implementation closely aligned with the original plan and strengthened instructional supports for SWD, EL, and AA students, positioning the district for continued improvement in student outcomes.

Action 13 focused on improving mathematics proficiency for student groups identified with low performance levels on the California School Dashboard. Eight Central USD schools implemented targeted supports for Students with Disabilities (SWD), English Learners (EL), Hispanic students, African American students, and low-income students. Across sites, teachers participated in professional development focused on critical thinking, problem-solving, differentiated instruction, and social-emotional learning strategies designed to improve mathematics

instruction and student engagement. Central East High School and Central High School provided teachers with dedicated collaboration time to analyze student data and refine supports for students identified as academically at risk. Glacier Point Middle School and Rio Vista Middle School emphasized differentiated instructional strategies and assessment practices to better address the needs of SWD and Hispanic students, including structured opportunities for teachers to review data and adjust instructional approaches. El Capitan Middle School implemented scaffolded instruction and extended learning opportunities for SWD and EL students to strengthen access to grade-level mathematics content. Herndon-Barstow and Madison Elementary focused on professional learning and expanded instructional time to support mathematics achievement. Teague Elementary implemented hands-on learning opportunities and parent workshops designed to increase engagement and strengthen family capacity to support mathematics learning at home for African American students. Overall, the action was implemented as intended with no significant discrepancies between planned and actual implementation, ensuring targeted student groups received differentiated supports aligned to identified mathematics needs.

Action 14 focused on improving performance on the English Learner Progress Indicator (ELPI) through site-specific implementation at Roosevelt Elementary, Herndon-Barstow Elementary, and Justin Garza High School. The action was fully implemented at all identified sites. Staff participated in ongoing professional development focused on instructional strategies to support English Learners, followed by coaching, collaboration, and reflection opportunities during Professional Learning Community (PLC) time to strengthen implementation. District EL Services staff and site administrators conducted calibrated classroom walkthroughs to observe instruction, provide feedback, and support consistency in implementation across classrooms. These efforts strengthened staff capacity to deliver targeted English Learner supports and aligned instructional practices to identified EL student needs.

Action 15 focused on improving College/Career Indicator (CCI) outcomes for student groups identified at the Red or Very Low performance levels on the 2023 California School Dashboard. At Central East High School, targeted supports for Students with Disabilities (SWD) and English Learners (EL) included expanded counseling services offered during evenings and school breaks, as well as increased family outreach and communication supports through expanded liaison services. These efforts were designed to improve student access to academic planning, college and career guidance, and family engagement opportunities. Central High School implemented comprehensive supports for SWD students that included enhanced counseling access, extended service hours, and targeted family outreach initiatives. Communication efforts included regular ParentSquare notifications, advance notice of school events, and the provision of transportation and childcare supports when needed to increase family participation. These coordinated supports increased access to college and career readiness resources for identified student groups and strengthened communication between schools and families.

Action 16 was fully implemented to improve college and career readiness outcomes for African American, homeless, and low-income (LI) students. The action focused on building staff capacity to create culturally responsive learning environments that promote self-awareness, self-confidence, cultural affirmation, and student connectedness. Professional learning opportunities increased staff understanding of the barriers experienced by African American, homeless, and low-income students and strengthened campuswide awareness intended to foster empathy, belonging, and meaningful support systems. The district also provided workshops focused on study skills, time management, and stress management, along with field trips and enrichment activities that highlighted the historical and cultural contributions of African and African American individuals and communities. These experiences were intended to strengthen student engagement, cultural identity, and community connectedness. In addition, Central USD expanded access to specialized career counseling services to support students with career exploration, resume development, and postsecondary planning.

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 1.1 – Access to Core
Estimated actual expenditures exceeded budgeted expenditures because additional instructional materials, technology supports, and contracted services were required during implementation to maintain student access to core instructional programs across all school sites.

Action 1.3 – Multi-Tiered System of Support (MTSS) Academic Tier 1
Estimated actual expenditures were lower than budgeted expenditures primarily because several planned expenditures, including staffing, were redirected to more intensive Tier 2 and Tier 3 intervention services based on identified student needs during implementation. Additionally, some staff positions originally budgeted within this action were funded through categorical funding sources that are not reported in the LCAP Action Tables.

Action 1.4 – Multi-Tiered System of Support (MTSS) Academic Tier 2–3
Estimated actual expenditures exceeded budgeted expenditures because student performance data identified a greater need for intensive academic intervention services than originally anticipated. Additional staffing, intervention programs, and student support services were implemented to provide targeted academic assistance for students requiring Tier 2 and Tier 3 interventions.

Action 1.5 – Assessment and Professional Learning Communities (PLCs)
Estimated actual expenditures were lower than budgeted expenditures because some planned professional learning activities and assessment-related expenditures were completed at lower costs than anticipated, and certain professional development opportunities were incorporated into existing district training structures. In addition, some expenditures associated with this action were supported through categorical funding sources rather than LCFF funds.

Action 1.7 – Instructional Supplemental Support for Sites
Estimated actual expenditures exceeded budgeted expenditures because school sites utilized additional resources and supports to address local academic needs identified through ongoing data review. Site-level expenditures for supplemental instructional supports were higher than originally projected.

Action 1.8 – College and Career Indicator
Estimated actual expenditures were lower than budgeted expenditures due to staffing vacancies during the implementation period.

Action 1.9 – English Learner Programs
Estimated actual expenditures were substantially lower than budgeted expenditures primarily because several English Learner teacher positions remained vacant during the implementation period. Additionally, under new district leadership, the district began integrating English Learner supports into existing Multi-Tiered System of Supports (MTSS) interventions. As a result, some expenditures originally budgeted within this action were redirected to Action 1.4 to support intensified intervention services.

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

Based on a review of the annual outcomes, the actions associated with Goal 1 have been effective, partially effective, or demonstrated mixed effectiveness in advancing academic achievement, English learner progress, and college and career readiness. Overall district outcomes improved in ELA, Mathematics, Science, English Learner Progress, A-G completion, and College/Career readiness indicators, although several student groups continue to experience persistent performance gaps.

Action 1.1 – Access to Core
Effective. Access to standards-aligned core instruction contributed to improved academic outcomes since the establishment of the goal. Districtwide ELA performance improved from 23.4 points below standard in 2023 to 19.5 points below standard in 2025. Mathematics improved from 63.6 points below standard to 56.3 points below standard. English Learners improved from 58.1 points below standard to 46.1 points below standard in ELA and from 85.6 points below standard to 74 points below standard in Mathematics. Low-Income students improved from 31 points below standard to 28.4 points below standard in ELA and from 71.3 points below standard to 65.4 points below standard in Mathematics. Hispanic students improved from 33.3 points below standard to 27 points below standard in ELA. Science proficiency increased from 20.67% to 23.8% districtwide. These improvements indicate that access to core instructional programs has been effective because more students are demonstrating progress toward grade-level standards compared to the baseline year.

Action 1.2 – Literacy Rich Schools
Effective. Literacy initiatives contributed to measurable growth in reading achievement from the baseline year. Districtwide ELA performance improved from 23.4 points below standard in 2023 to 19.5 points below standard in 2025. English Learners improved by 12 points, from 58.1 points below standard to 46.1 points below standard. Low-Income students improved from 31 points below standard to 28.4 points below standard, and Hispanic students improved from 33.3 points below standard to 27 points below standard. Long-Term English Learner preparedness increased from 8.83% in 2023 to 8.47% in 2025 after recovering from a decline in 2024. These results indicate that literacy supports increased student access to reading and language development opportunities that contributed to improved literacy outcomes.

Action 1.3 – Multi-Tiered System of Support (MTSS) Academic Tier 1
Effective. Universal Tier 1 supports contributed to districtwide academic improvement from the baseline year. ELA performance improved from 23.4 points below standard in 2023 to 19.5 points below standard in 2025, while Mathematics improved from 63.6 points below standard to 56.3 points below standard. English Learners demonstrated improvement in both ELA and Mathematics, and Low-Income and Hispanic students improved in ELA. Science proficiency increased from 20.67% to 23.8%. These outcomes suggest that Tier 1 supports strengthened access to grade-level instruction and supported academic growth for many students.

Action 1.4 – MTSS Academic Tier 2-3
Partially Effective. Targeted intervention services produced positive outcomes for some student groups but mixed results overall. English Learners improved from 58.1 points below standard to 46.1 points below standard in ELA and from 85.6 points below standard to 74 points below standard in Mathematics. However, Students with Disabilities declined from 90.3 points below standard to 122.2 points below standard in ELA and from 117.5 points below standard to 150.5 points below standard in Mathematics. Homeless students also declined from 67.8 points below standard to 113.7 points below standard in ELA and from 125.1 points below standard to 155.1 points below standard in Mathematics. These results indicate that interventions have been effective for some targeted student groups but additional supports are needed for students with the greatest academic needs.

Action 1.5 – Assessment and Professional Learning Communities (PLCs)
Effective. Assessment and PLC structures supported continuous instructional improvement since the baseline year. Districtwide ELA improved from 23.4 points below standard to 19.5 points below standard, while Mathematics improved from 63.6 points below standard to 56.3 points below standard. English Learners, Hispanic students, and Low-Income students all demonstrated improvement in ELA and Mathematics compared to baseline levels. These results suggest that educators effectively used student data to identify needs and adjust instruction.

Action 1.6 – Professional Development and Instructional Support Coaches
Effective. Professional learning and coaching contributed to improved instructional practices and student outcomes. The Local Indicator for Implementation of State Standards improved from 3.5 at baseline to 3.96. During the same period, districtwide ELA and Mathematics performance improved, while English Learners and Low-Income students demonstrated gains in both content areas. These outcomes indicate that professional learning increased instructional capacity and supported improved academic achievement.

Action 1.7 – Instructional Supplemental Support for Sites
Partially Effective. Supplemental site supports contributed to growth among several student groups. Low-Income students improved from 31 points below standard to 28.4 points below standard in ELA and from 71.3 points below standard to 65.4 points below standard in Mathematics. English Learners improved by 12 points in ELA and 11.6 points in Mathematics. However, Foster Youth remained nearly unchanged in ELA, moving from 98.8 points below standard to 97.6 points below standard, while Mathematics declined from 136.4 points below standard to 146 points below standard. These outcomes indicate that supplemental supports have benefited some student groups while additional targeted strategies are needed for Foster Youth and other highly impacted students.

Action 1.8 – College and Career Indicator
Effective. College and career readiness supports contributed to substantial improvement in postsecondary readiness outcomes since the baseline year. The College and Career Indicator increased from 27% Prepared in 2023 to 38.8% Prepared in 2025. A-G completion increased from 36% in 2022-23 to 40.2% in 2024-25. Significant growth was also demonstrated among student groups, including English Learners, whose A-G completion rate increased from 3% to 22.2%, and Low-Income students, whose A-G completion rate increased from 31% to 37.7%. Career Technical Education pathway completion remained strong at 98.2%. These outcomes indicate that expanded access to college and career pathways has been effective because more students are completing coursework and programs that prepare them for postsecondary opportunities.

Action 1.9 – English Learner Programs
Effective. English Learner programs contributed to improved academic and language development outcomes since the baseline year. English Learners improved from 58.1 points below standard in ELA in 2023 to 46.1 points below standard in 2025, an improvement of 12 points. In Mathematics, English Learners improved from 85.6 points below standard to 74 points below standard. English Learner Progress Indicator results increased from 52.7% making progress toward English proficiency to 53.9%. Science proficiency increased from 0.27% proficient to 2.7% proficient. During the same period, districtwide ELA improved from 23.4 points below standard to 19.5 points below standard and Mathematics improved from 63.6 points below standard to 56.3 points below standard. These results indicate that language acquisition supports and targeted academic interventions have been effective because English Learners are demonstrating improved academic performance and progress toward English proficiency.

Action 1.10 – District Long-Term English Learner Academic Progress
Partially Effective. Supports for Long-Term English Learners resulted in modest progress since the baseline year. LTEL preparedness in ELA increased from 8.83% in 2023 to 8.47% in 2025 after declining during the intervening year, while LTEL preparedness in Mathematics increased from 1.2% to 3.18%. LTEL ELA performance remained substantially below standard at 104.4 points below standard in 2025. These outcomes indicate that targeted supports have produced incremental improvements because more Long-Term English Learners are demonstrating readiness indicators; however, achievement levels remain significantly below district expectations, indicating a continued need for focused intervention.

Action 1.11 – Differentiated Assistance ELA, Math, and CCI
Mixed Effectiveness. Differentiated assistance contributed to improved outcomes for some targeted student groups but did not result in consistent improvement across all identified populations. English Learners improved from 58.1 points below standard to 46.1 points below standard in ELA and from 85.6 points below standard to 74 points below standard in Mathematics. Districtwide College and Career Indicator performance improved from 27% Prepared to 38.8% Prepared. However, Students with Disabilities declined from 90.3 points below standard to 122.2 points below standard in ELA and from 117.5 points below standard to 150.5 points below standard in Mathematics. Homeless students declined from 67.8 points below standard to 113.7 points below standard in ELA and from 125.1 points below standard to 155.1 points below standard in Mathematics. These outcomes indicate that differentiated supports have been effective for some student groups while additional strategies are needed to address persistent achievement gaps among students with the greatest needs.

Action 1.12 – ELA Proficiency (Site Specific)
Mixed Effectiveness. Site-specific literacy interventions contributed to improved ELA outcomes for several student groups since the baseline year. Districtwide ELA performance improved from 23.4 points below standard to 19.5 points below standard. English Learners improved from 58.1 points below standard to 46.1 points below standard, Low-Income students improved from 31 points below standard to 28.4 points below standard, and Hispanic students improved from 33.3 points below standard to 27 points below standard. Foster Youth also demonstrated a slight improvement from 98.8 points below standard to 97.6 points below standard. However, African American students declined from 41.3 points below standard to 51.1 points below standard and Students with Disabilities declined from 90.3 points below standard to 122.2 points below standard. These outcomes indicate that literacy interventions have been effective for several student groups but have not yet produced consistent improvement across all identified populations.

Action 1.13 – Mathematics Proficiency (Site Specific)
Mixed Effectiveness. Site-based mathematics interventions contributed to improved outcomes for several student groups but results varied across populations. Districtwide Mathematics performance improved from 63.6 points below standard in 2023 to 56.3 points below standard in 2025. English Learners improved from 85.6 points below standard to 74 points below standard, Low-Income students improved from 71.3 points below standard to 65.4 points below standard, and African American students improved slightly from 92.2 points below standard to 91.7 points below standard. However, Foster Youth declined from 136.4 points below standard to 146 points below standard, Students with Disabilities declined from 117.5 points below standard to 150.5 points below standard, and Homeless students declined from 125.1 points below standard to 155.1 points below standard. These results indicate that mathematics interventions have supported growth for some student groups while additional supports are needed for students experiencing the greatest academic challenges.

Action 1.14 – ELPI Indicator Improvement (Site Specific)

Effective. Site-specific language acquisition supports resulted in improved English Learner progress toward proficiency. Districtwide ELPI results increased from 52.7% making progress toward English proficiency in 2023 to 53.9% in 2025. Several schools demonstrated notable gains, including Herndon-Barstow Elementary, which increased from 33.3% to 56.1%, and Roosevelt Elementary, which increased from 33.3% to 59.4%. These improvements indicate that site-level English Learner supports have been effective because more students are making progress toward English language proficiency.

Action 1.15 – College and Career Indicator (Site Specific)
Effective. Site-based college and career readiness efforts contributed to improved readiness outcomes since the baseline year. Districtwide College and Career Indicator performance increased from 27% Prepared in 2023 to 38.8% Prepared in 2025. A-G completion increased from 36% to 40.2%, while English Learner A-G completion increased from 3% to 22.2% and Low-Income student A-G completion increased from 31% to 37.7%. Career Technical Education pathway completion remained strong at 98.2%. These outcomes indicate that students were provided increased access to rigorous coursework and career pathways that improved readiness for postsecondary opportunities.

Action 1.16 – African American, Homeless, and Low-Income Student Success (CCI Indicator)
Mixed Effectiveness. Supports intended to improve outcomes for African American, Homeless, and Low-Income students contributed to improved college and career readiness outcomes, although academic achievement results were inconsistent. Districtwide College and Career Indicator performance improved from 27% Prepared in 2023 to 38.8% Prepared in 2025. Low-Income students demonstrated improved A-G completion from 31% to 37.7%. However, African American students remained 51.1 points below standard in ELA in 2025 compared to 41.3 points below standard in 2023, while Homeless students declined from 67.8 points below standard to 113.7 points below standard in ELA and from 125.1 points below standard to 155.1 points below standard in Mathematics. These results indicate that readiness initiatives expanded access to college and career opportunities, but additional academic supports remain necessary to address persistent achievement gaps for African American and Homeless students.

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

Action Items
Action 1.2: Literacy Rich Schools was modified in the Increased and Improved Section to explain how the district will assist librarians and classified media tech in developing research skills using e-books and digital resources in various languages.

Action 1.3: Multi-Tiered System of Support Academic Tier 1 was adjusted to account for the estimated LREBG funds the district will receive in the 26-27 and 27-28 years. Language was used to provide services such as ELA/Math programs and expert paraprofessional support to support Tier 1 education.

Action 1.4: Multi-Tiered System of Support-Academic Tier 2-3 was revised to clarify the description of Tier 2 and Tier 3 MTSS academic intervention services and more accurately align staffing and funding sources. PLC activities were moved to Action 1.5, summer school teacher push-in support was removed because it is funded through other grant resources, and new language was added to specify two additional Vice Principal FTEs for small school support and communication tools such as ThoughtExchange to strengthen family engagement in the intervention process. The Increased and Improvement section language was adjusted to include vice principals for small school support.

Action 1.5: Assessment and PLCs was re-identified as a contributing action because it is principally directed toward improving outcomes for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY), who continue to demonstrate persistent achievement gaps in English Language Arts and Mathematics. The action description was also modified to include local benchmarks to better reflect the steps the district is taking.

Action 1.6: Professional Development & Instructional Support Coaches was revised to add language related to induction, management, and internship support programs and new staffing, as well as systems to track and organize professional development participation, provide follow-up coaching support, and monitor the effectiveness of professional learning on instructional practices and student outcomes.

Action 1.7: Instructional Supplemental Support for Sites was revised to clarify the types of supplemental instructional supports provided at school sites. Revisions included removing school climate and welcoming environment activities from this action (this is mostly covered by other action items), refining the technology description to focus on software and instructional access supports (hardware was moved to Action 3.4), and simplifying supplemental materials language to better align with instructional purposes and site-based academic supports for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Additional language was added in the LEA-wide/School-wide tables to make clear that site allocations are only allowed for certain pre-identified expenditures.

Action 1.8: College & Career Indicator was first revised to include language on CTE exploration at the elementary level and to include the expansion of the Advancement Via Individual Determination (AVID) program based on feedback from our Ed Partners. This action was also revised to become a contributing action item and strengthen support for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students based on a review of College and Career Indicator (CCI) outcomes and educational partner feedback. Additional language was added to prioritize outreach, recruitment, enrollment support, academic counseling, progress monitoring, and intervention services for EL, FY, and LI students participating in Career Technical Education (CTE), Dual Enrollment (DE), AVID, and other college and career readiness pathways. The action was also revised to clarify the district's efforts to expand pathway access and strengthen supports that help students successfully complete pathway requirements. These revisions are intended to address persistent disparities in college and career readiness outcomes among unduplicated student groups and increase successful participation in postsecondary preparation opportunities.

Action 1.9: English Learner Programs was revised to specify FTEs for positions funded out of this action and to remove positions no longer funded out of this action. Language regarding the 2024 Dashboard reds were removed as this is not a required element and per Ed Partner feedback to simply the LCAP. Furthermore, the language of Action 1.9 was modified to include implementation of language acquisition programs such as designated and integrated ELD as well as newcomer programs. The supports meant to improve EL progress were added to the general action description. In addition, the Increased or Improved Services section was revised to provide a clearer explanation of how these services are intended to improve language development, access to grade-level content, and college and career readiness for English Learners. Metrics were updated to align with California Dashboard indicators for English Learners. Measures related to proficiency and A-G completion were removed to better align with current Dashboard indicators and district monitoring practices. No changes were made to the goal or target outcomes.

Action 1.10 District Long Term English Learner Academic Progress was revised to include implementation of language acquisition programs for LTELs.

Action 1.11: Differentiated Assistance ELA, Math, & CCI was revised to include 2025 Dashboard results and to provide updates on the on-going work that Central USD has with the Fresno County Superintendent of Schools. Language was added in the description to explicitly call out supports for FY. Additional changes were made to include the district's work on the CIM Plan.

New Action 1.17: Recruitment, Retention, and Professional Learning Systems is being added in response to educational partner feedback identifying the need to strengthen recruitment, retention, and professional learning efforts in high-need positions. This action is intended to improve student outcomes by increasing access to well-prepared and supported staff, reducing vacancies and long-term substitute placements, and strengthening instructional consistency across the district. Portions of former Action 2.2, including the GATE Teacher Certification Program and master's program partnerships in Reading, STEM, and Administration, were moved to this action because they align more directly with districtwide staff development, recruitment, and retention systems.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access To Core	Central USD will provide access to core curriculum materials in all content areas: • Math • ELA • ELD • Science • Social Science • VAPA • PE	$1,000,000.00	No
1.2	Literacy Rich Schools	To ensure Literacy Rich Schools Improve ELA & ELPI Scores, Central will provide the following: • Access to literacy - rich libraries and support staff • Secondary school teacher-librarians - professional learning and extended hours • Media Techs - professional learning and extended hours • E-books and digital resources in various languages • Materials, Books, and online subscriptions	$3,471,511.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Multi-Tiered System of Support Academic Tier 1	Central USD is committed to academic achievement for all students, including those who are struggling academically, have disabilities, or are gifted. When we examined the root causes of ELA LEA level 'reds' for FY and SWD and math LEA level 'reds' for FY, SWD, and homeless students, we found a common need among these student groups, including increasing targeted professional development for staff and strategic academic support. To address these LEA-level 'red' groups, the district will strengthen Tier 1 instruction by providing supplemental ELA and math materials, strategic academic supports, and targeted professional development for staff, including Special Education, GATE, and Migrant programs. Key initiatives include LETRS training for elementary teachers and administrators, a revised K–2 literacy plan, specialized paraprofessional support, and updated math and literacy professional development aligned to the state frameworks. To meet this need, the district will: • Provide Tier 1 services to all students (including Foster Youth, Students with Disabilities, and the Homeless), by offering supplemental ELA and Math materials with specialized instruction, and specialized paraprofessional support to enhance literacy and numeracy • Ensure that staff, including certificated, classified, Special Education, GATE, and Migrant personnel, are equipped to meet the needs of all Tier 1 students by providing professional learning support and administrative monitoring of implementation • Implement a Blueprint for Academic Success strategically designed to support English Learners and special education students • Provide LETRS professional development for elementary teachers and administrators • Revise the K-2 literacy plan, updating the professional learning in LETRS and supplemental materials • Revised math and literacy professional development plan for teachers and administrators The district will provide newly allocated LREBG (Learning Recovery Emergency Block Grant) funds for the 26-27 and 27-28 school years, which will be used to provide ELA/Math programs and expert	$25,502,462.00	No

Action #	Title	Description	Total Funds	Contributing
		paraprofessional support in TK-12 classrooms to support Tier 1 education. Progress will be tracked using ELA and math indicators from Goal 1 metrics 1.1 and 1.2. This approach aligns with allowable LREBG uses, focusing on learning recovery, expanding early literacy, and supporting implementation through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. This utilization of LREBG funding will decrease or stabilize staff-to-pupil ratios and will be prioritized based on identified pupil learning needs. Educational research consistently shows that targeted small group instruction and reduced student-to-adult ratios improve student learning outcomes by allowing for more individualized feedback, timely intervention, and tailored instructional strategies that meet specific learning needs. Smaller groups increase student engagement and participation, while enabling educators to more closely monitor progress and address misconceptions in real time. Providing Tier 1 instruction with supplemental ELA and math materials ensures these high-need students access grade-level content through differentiated supports. Research confirms that inclusive, high-quality core instruction combined with specialized scaffolds improves outcomes for at-risk groups. Ongoing professional learning for all staff—especially those working with Foster Youth, SWD, and Homeless students—enhances their ability to deliver practical, inclusive instruction. Professional development builds teachers' capacity to provide evidence-based early literacy instruction, which is critical for vulnerable student groups who often enter school with learning gaps. Research supports its effectiveness in improving foundational reading skills among struggling readers. Revising the K–2 literacy plan to include updated LETRS training and materials ensures early interventions are in place for students at risk of falling behind, such as Foster and Homeless Youth, and those receiving special education services. Improved professional development in math and literacy equips educators with the strategies needed to support students facing learning disruptions or trauma. This action will utilize an estimated amount of $2,252,462 from the LREBG fund in the 26-27 and 27-28 school years to be braided with other state and federal funding to address the following areas of lowest performance		

Action #	Title	Description	Total Funds	Contributing
		on the 2023 Dashboard: ELA: FY, SWD Math: FY, Homeless, SWD		
1.4	Multi-Tiered System of Support-Academic Tier 2-3	Central will provide the following Multi-Tiered System of Support-Academic Tier 2-3: • Intervention during the school day • High Dose Tutoring • Reading Lab Teachers • Extended-day learning (ELO-P) • Paraprofessionals to accelerate literacy and language acquisition • Extended School Year- Students with Disabilities • Vice principals and support staff will be deployed to provide targeted services; additional VPs (2 FTEs) to increase small school support • Intervention teachers	$10,766,300.00	Yes
1.5	Assessment & Professional Learning Communities (PLCs)	Description: Central USD will conduct common formative and summative assessments for core subjects. The district will: • Utilize systematic data analysis • Streamline data processing and distribution, providing real-time insights for instructional adjustments • Dedicated PLC time allocated to monitor progress, especially for EL, Foster Youth, and Low Income Students, and adapt instruction accordingly • Assessment programs such as iReady, DIBELS, and Illuminate	$688,350.00	Yes
1.6	Professional Development & Instructional Support Coaches	Central USD has shown some improvement in ELA and Mathematics Performance Indicators. Still, continued support is needed to provide professional learning to the classroom teachers and improve student learning outcomes, especially for LI, EL, and FY students (as noted in the identified needs section above). To address the need for improved academic achievement for LI, EL, & FY students, Central USD will provide: • Professional development for Pre-K through 12th-grade teachers and support staff to build their teaching, learning, and assessment	$2,650,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
		capacity with a specific focus on the needs of students learning a second language, the needs of foster youth, and children from low-income homes. • Support the instructional coaching model with eight Instructional Support Coaches (ISCs) to successfully implement new learning from professional development to accelerate student learning for LI, EL, & FY. • Added Professional Learning days at the beginning of the school year (certificated & classified) • Provide induction, management, and internship support programs via staffing support and implement systems to track professional development participation, coordinate follow-up coaching, and monitor the effectiveness of professional learning in improving instructional practices and student outcomes for EL, LI, and FY students.		
1.7	Instructional Supplemental Support for Sites	To support supplemental instructional support for sites, Central Unified will provide: • Supplementary instructional materials for literacy and numeracy, ELD, interventions • Technology and software to support student access to supplementary materials and improved services • Secondary credit retrieval, additional academic counseling, expanded career counseling, or college readiness • Funding educational enrichment trips/science experience • Supplemental Materials The LEA examined the needs of EL, FY, and LI students by reviewing state and local data at both the district and site levels. In addition to supporting the needs of all EL, FY, and LI students within the LEA, further support will be provided at the LEA level for FYs. Site Allocations are determined based on the unduplicated per-pupil amount.	$5,715,000.00	Yes
1.8	College & Career Indicator	Central USD students will be provided access to career technical education (CTE) and dual enrollment (DE) pathways. The district will:	$1,249,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support CTE and DE pathways based on student needs, and educational partner input. Add/expand pathways to improve access for students to CTE and dual enrollment, thus increasing student motivation, career planning, and interest in school. • Prioritize outreach, recruitment, and enrollment support for EL, FY, and LI students to increase participation in rigorous coursework, CTE pathways, Dual Enrollment, and college readiness opportunities. • Provide ongoing academic counseling, progress monitoring, and intervention supports to help EL, FY, and LI students successfully complete pathway requirements and remove barriers to college and career readiness. • Support CTE exploration pathways for elementary students • Expand AVID supports to strengthen academic skills, organizational habits, college knowledge, and access to rigorous coursework, particularly for students who may be the first in their families to attend college. • Recruit and support student enrollment for Homeless and SWD students. This action addresses identified gaps in college and career readiness outcomes, including lower CCI performance among English Learners, Foster Youth, and Low-Income students, by increasing access to pathway opportunities, academic guidance, and individualized supports needed for successful completion of college and career readiness indicators. This action will also address the following areas of lowest performance (LEA-level 'reds') on the 2023 Dashboard: CCI: Homeless, SWD		
1.9	English Learner Programs	To support English learner progress based on academic performance and address the reds/very low on the 2023 Dashboard for CCI/ELs: Central Unified will provide the following: • Professional learning for teachers and administrators to continue to build capacity to provide Designated and Integrated ELD to students (clear lesson objectives, scaffolding, and academic	$1,456,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Focus, extended language interaction, and common formative assessment for ELs • Supervisor EL Services (0.25 FTE) • Multilingual Success Network (MSN), employing Improvement Science to drive measurable changes for English learners. • Provide 9 EL teachers • In-class instructional coaching support (ISC EL) and supplemental resources • Implement and strengthen language acquisition programs, such as designated English Language Development (ELD) instruction, integrated ELD embedded within core instruction, and newcomer programs for recently arrived English learners.		
1.10	District Long Term English Learner Academic Progress	To support long-term English learner progress, Central Unified will provide the following: • Teacher training to develop deep knowledge of best practices - Focused Language Development, Explicit Language Instruction, Integrated ELD, Culturally Responsive Teaching, Building on Prior Knowledge, Differentiated Instruction, Content-Specific Vocabulary, Constructive Feedback, Building Academic Confidence (PD & release time) • Teachers of LTELs will use goal setting at the beginning of the school year and set checkpoints for monitoring progress on the above goal setting after each assessment window. (PD & release time) • The EL Services Department will provide LTEL progress monitoring and collaboration to close achievement gaps and reclassify LTELs. • Strengthen supports for Long-Term English Learners (LTELs) through Designated and Integrated English Language Development (ELD), targeted language development, and instructional practices that accelerate English language proficiency and support access to grade-level academic content.	$128,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Differentiated Assistance ELA, Math, & CCI	This action will address the following reds/very low as identified by the 2023 CA Dashboard: LEA Level: ELA: FY & SWD Math: FY, Homeless & SWD CCI: Homeless & SWD DA Qualifying Groups: SWD, FY, HO ELA: EL, SWD Math: EL, SWD Suspension: FY, HO (Suspension is addressed in Goal 3 Action 5) CCI: HO, SWD Central USD will work in collaboration with the Fresno County Superintendent of Schools (FCSS) to: • Analyze dashboard and local data to understand the potential root causes contributing to very low ELA and Math Performance Indicators for Foster Youth (FY), Students with Disabilities (SWD), and Homeless Students, as well as the very low CCI% for Homeless and SWD students. • Study district academic and college preparedness systems through a continuous improvement cycle to implement changes that improve student outcomes. This process will include educational partners in a needs assessment and implement improvement efforts designed to support positive student outcomes. • Enhance Career Technical Education (CTE) elective courses by obtaining a-g approval. This will allow students to satisfy both local graduation requirements and meet a-g subject criteria for college eligibility with current CTE courses, and have more opportunities. This work will include administrators (site and district), teachers, counselors, psychologists from the sites, and county-level experts. The teams will meet quarterly, and administrators will huddle with the FCSS support team in the interim. Sites will have calendared huddles to discuss actions and monitor progress on student academic performance, college	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		preparedness, and dual enrollment. The specific needs of Foster Youth (FY), Students with Disabilities (SWD), and homeless students that this approach will meet include: • Coordinated support. • Consistent academic progress monitoring. • Access to college preparedness resources. By involving a team of administrators, teachers, counselors, psychologists, and county-level experts, the collaborative structure will ensure that these students receive comprehensive support tailored to their unique circumstances. Additionally, the regular huddles will facilitate continuous improvement and adaptation of strategies to meet these students' evolving needs, ultimately enhancing their academic performance and readiness for post-secondary opportunities. This action will address areas of lowest performance on the 2024 CA Dashboard: LEA Level: ELA: LTEL& SWD Math: FY, American Indian & SWD Central USD will work in collaboration with the Fresno County Superintendent of Schools (FCSS) to engage in a continuous improvement process focused on addressing persistent gaps in English Language Arts (ELA), Mathematics, and graduation outcomes for Long-Term English Learners (LTELs), Students with Disabilities (SWD), and American Indian students. Current CA Dashboard data highlights significant areas of need. In ELA, LTELs perform 120.8 points below standard, reflecting a 13.8-point decline from the previous year, while SWD have dropped from 90.3 to 116.5 points below standard—a 26.2-point decline. In Math, LTELs perform 162.1 points below standard, American Indian students perform 119.8 points below standard, and students with disabilities (SWD) have fallen to 150.2 points below standard, a 32.7-point decrease from the baseline. To respond to these trends, Central Unified will bring together site and district administrators, teachers, counselors, psychologists, and county-		

Action #	Title	Description	Total Funds	Contributing
		level experts to participate in quarterly improvement cycles that analyze systems, implement changes, and monitor progress. Between cycles, district administrators collaborate with FCSS in focused huddles, and sites hold regularly scheduled meetings to assess student performance and refine strategies. Educational partners contributed to a comprehensive needs assessment that drives system-level adjustments and targeted supports. This work will include administrators (site and district), teachers, counselors, psychologists from the sites, and county-level experts. The teams will meet quarterly, and administrators will huddle with the FCSS support team in the interim. Sites will have calendared huddles to discuss actions and monitor progress with student academic performance and college preparedness/dual enrollment By involving a team of administrators, teachers, counselors, psychologists, and county-level experts, the collaborative structure will ensure that these students receive comprehensive support tailored to their unique circumstances. Regular huddles will facilitate continuous improvement and adaptation of strategies to meet the evolving needs of these students, ultimately enhancing their academic performance and readiness for post-secondary opportunities. This action will address areas of lowest performance on the 2025 CA Dashboard: LEA Level: ELA: FY, LTEL, SWD Math: FY, HO, SWD CCI: HO Suspension: FY (Suspension is addressed in Goal 3 Action 5) In response to continued Differentiated Assistance (DA) and Direct Technical Assistance (DTA) eligibility, Central USD will partner with the Fresno County Superintendent of Schools (FCSS) to engage in a structured improvement science process focused on improving outcomes for Foster Youth (FY), Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Homeless (HO) students. District and site teams will analyze Dashboard and local data, identify high-leverage problems of practice, and align improvement efforts to LCAP and SPSA priorities.		

Action #	Title	Description	Total Funds	Contributing
		In addition to the district's Differentiated Assistance (DA) and Direct Technical Assistance (DTA) work, Central Unified will implement its Compliance and Improvement Monitoring (CIM) Plan for Significant Disproportionality in collaboration with the Fresno County Superintendent of Schools (FCSS) Special Education Local Plan Area (SELPA). The CIM Plan complements the district's improvement science work by strengthening the Multi-Tiered System of Supports (MTSS), expanding culturally responsive and trauma-informed discipline practices, improving equitable identification procedures, and reducing disproportionality in special education identification. These coordinated efforts support increased access to the Least Restrictive Environment (LRE), reduce unnecessary initial special education referrals, strengthen inclusive instructional practices, and improve academic and behavioral outcomes for Students with Disabilities. To further support Foster Youth (FY), Central USD will strengthen coordination between school sites, counselors, social workers, and community agencies to improve access to academic, behavioral, and social-emotional supports. Foster Youth students will receive targeted progress monitoring, connection to college and career readiness opportunities, and individualized support designed to reduce barriers related to attendance, school stability, and engagement. These efforts are intended to improve academic outcomes and increase connectedness to school for Foster Youth students. Educational partner input, equity-centered reflection, and ongoing data analysis will guide continuous refinement of strategies and supports. By involving a team of administrators, teachers, counselors, psychologists, and county-level experts, the collaborative structure will ensure that these students receive comprehensive support tailored to their unique circumstances. Regular huddles will facilitate continuous improvement and adaptation of strategies to meet the evolving needs of these students, ultimately enhancing their academic performance and readiness for post-secondary opportunities.		

Action #	Title	Description	Total Funds	Contributing
1.12	ELA Proficiency (Site Specific)	The California Dashboard helps parents and educators assess district and school performance, including Central USD. The English Language Arts (ELA) Indicator evaluates how well students meet ELA standards. Nine Central USD schools need to take action to improve ELA proficiency among student groups with low scores on the Dashboard. Specific actions for the 2025-26 school year are detailed below. Please note that the details for CLASS are listed in Goal 4, as CLASS qualifies for Equity Multiplier funding and therefore has its own dedicated Goal and actions. The schools listed below will implement actions based on the areas of lowest performance for their student groups on the 2023 Dashboard. Central East High School has qualified for a required action to improve ELA proficiency for Students with Disabilities (SWD). Actions include: • CEHS administrators and teachers will be provided planning time to increase the collaboration of SWD and general education teachers to improve student learning and student belonging at CEHS • Provide supplemental materials and resources for additional opportunities to improve student learning. Glacier Point Middle School has qualified for required actions to improve English Language Arts (ELA) proficiency for Students with Disabilities (SWD). Actions include: • Teacher collaboration with other sites to develop and implement best practices to support access to the core grade-level curriculum and follow IEP guidance. • Purchase supplemental materials as advised by the SPED department (and confirmed as required to support core) to support student achievement. El Capitan Middle School has qualified for the required actions to improve ELA proficiency for SWD and EL students. Actions include: • Implement extending learning opportunities and small group instruction for SWD with certificated staff (extended day and intercessions)	$27,250.00	No

Action #	Title	Description	Total Funds	Contributing
		• Professional learning to build administrators' and staff's capacity to support literacy, collaborate in PLCs, and diagnose at-risk ELs and SWD. • Enhance learning for ELs & SWD through a focused collaboration between general education teachers and EL/SWD staff. • Provide presentations, research, and engagement opportunities to engage students. Hahn Phan Tilley Elementary School has qualified for required actions to improve ELA proficiency for EL students. Actions include: • Teaching Fellows to support ELs with push-in academic support • Certificated staff providing small group instruction (Tier 2-3 support) • Expanded learning time for LTELs and ELs not making adequate progress Harvest Elementary School has qualified for required actions to improve ELA proficiency for SWD. Actions include: • Encourage teamwork between general and special education teachers, sharing responsibility for planning, delivering, and assessing instruction. • Regularly monitor student performance using diverse assessments to refine teaching strategies and provide tailored support. Herndon Barstow Elementary School has qualified for required actions to improve ELA proficiency for SWD. Actions include: • Facilitate PLC collaboration and release time for general education and special education teachers to ensure all students receive inclusive instruction. • Consistently monitor SWD progress to identify strengths and areas needing improvement. Madison Elementary School has qualified for required actions to improve ELA proficiency for students with disabilities (SWD). Actions include: • During PLC meetings, use diagnostic assessments to identify strengths and weaknesses, then design personalized learning plans or specialized reading interventions.		

Action #	Title	Description	Total Funds	Contributing
		• Encourage teamwork between general and special education teachers, sharing responsibility for planning, delivering, and assessing instruction. Roosevelt Elementary School has qualified for required actions to improve ELA proficiency for SWD & EL students. We identified a common need among both student groups through a needs assessment. Actions include: • Provide professional development for staff to support literacy, collaborate effectively, and identify at-risk EL and SWD students. • Enhance learning for SWD and ELs through focused collaboration during PLCs among EL, general education, and SWD staff, including presentations and engaging activities. Teague Elementary School has qualified for required actions to improve ELA proficiency for African American (AA) students. Actions include: • Integrate literature that reflects the cultural backgrounds and experiences of African American students into the curriculum. • Teach explicit reading comprehension strategies, such as predicting, questioning, summarizing, and making connections.		
1.13	Math Proficiency (Site Specific)	The California Dashboard helps identify strengths and areas needing improvement in districts, including Central Unified School District (USD). The Mathematics Indicator measures students' proficiency against grade-level standards. Eight Central USD schools have been pinpointed for necessary actions to enhance Mathematics proficiency among student groups identified with low scores on the 2023 Dashboard. Specific actions for each site in the 2025-26 school year are detailed below. Please note that Central Online Home School and CLASS details and actions are listed in Goals 4 and 5, as they qualify for Equity Multiplier funding and therefore have their own dedicated Goals and actions. The schools listed below will implement actions based on the areas of lowest performance for their student groups on the 2023 Dashboard. Central East High School has qualified for required actions to improve Mathematics proficiency for Students with Disabilities (SWD) and EL	$20,750.00	No

Action #	Title	Description	Total Funds	Contributing
		students. We identified a common need among both student groups through a needs assessment. Actions include: • Educators and school staff will participate in professional development and training sessions aimed at integrating critical thinking, problem-solving, and social-emotional learning into their teaching practices. • Allocate PLC time for teachers to engage in data analysis, focusing on enhancing learning results for all students, with particular attention to those who are academically at risk. • Offer academic support and necessary supplies to students, particularly those who are EL or SWD, to enhance their academic performance. Central High School (CHS) has taken the required actions to improve Mathematics proficiency for All Students, including those from LI, White, and Hispanic backgrounds. We identified a common need among all student groups through a needs assessment. Actions include: • Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem-solving, collaboration, and social-emotional understanding in their lessons. • Provide release time for teachers to allow for data analysis to improve learning outcomes for all students, but even more so for academically at-risk or underrepresented students (LI, White, & Hispanic). • Provide materials and resources for teachers and students to fulfill the outcomes designed for this action. • Provide support for students in the form of intervention and supplies to improve academic outcomes (LI, White & Hispanic). Glacier Point Middle School has qualified for required actions to improve Mathematics proficiency for All Students, African American, SWD, & Hispanic students. We identified a common need among all student groups through a needs assessment. Actions include: • Provide professional development on differentiated instruction techniques to meet the individual needs of students with diverse learning profiles, including those with learning disabilities.		

Action #	Title	Description	Total Funds	Contributing
		• Provide release time to assist teachers in analyzing assessment data by student demographics during PLC time to recognize trends and areas requiring focused assistance. Rio Vista Middle School has qualified for required actions to improve Mathematics proficiency for SWD. Actions include: • Provide teachers with training in using assessment strategies to track student progress during PLC meetings, pinpoint learning needs, and guide teaching decisions. • In collaboration with site SPED staff, regular education classroom teachers, or SDC teachers will offer guided practice, modeling, and prompts to help students build confidence and independence in solving math problems. El Capitan Middle School has qualified for the required actions to improve Mathematics proficiency for All Students, SWD, Hispanic, and LI students. We identified a common need among all student groups through a needs assessment. Actions include: • Provide scaffolded instruction that gradually reduces support as students develop proficiency in math skills. • Implement extending learning opportunities and small group instruction for SWD and LI students with certificated staff (extended day and intercessions) • Professional learning to build administrators' and staff's capacity to support literacy, and collaborate via PLCs Herndon Barstow Elementary School has qualified for required actions to improve Mathematics proficiency for SWD. Actions include: • Professional development or conferences for teachers specific to addressing the mathematical needs of SWD. • Provide release time for general education teachers to collaborate, plan, and reflect with SPED staff during PLC time. Madison Elementary School has qualified for required actions to improve Mathematics proficiency for SWD. Actions include: • Extended learning in mathematics to help them make adequate growth to meet or exceed standards.		

Action #	Title	Description	Total Funds	Contributing
		• Professional development in conjunction with materials to support learning opportunities. Teague Elementary School has qualified for required actions to improve Mathematics proficiency for African American (AA) Students. Actions include: • Teacher training to involve AA students in engaging students in hands-on activities, collaborative learning experiences, and meaningful mathematical discussions can improve math proficiency. • Provide opportunities for family involvement, offering parent workshops on supporting math learning at home, directed explicitly for AA families.		
1.14	ELPI Indicator Improvement (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The English Learner Progress Indicator (ELPI) provides information on the percentage of current English Learner (EL) students making progress toward English language proficiency or maintaining the highest level. Three school sites in Central USD have been identified for required actions to increase ELPI based on EL student groups qualifying in the red or very low measure on the 2023 CA Dashboard. Site-specific actions to meet this need during the 2025-26 school year are noted below. Roosevelt Elementary School: • Professional Development and Collaboration time Herndon Barstow Elementary School Actions: • Professional Development and Collaboration time Justin Garza High School Actions: • Professional Development and Collaboration time	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	College Career Indicator (Site Specific)	The California Dashboard helps parents and educators evaluate district and school performance. The College Career Indicator (CCI) indicates the percentage of high school graduates placed in the "Prepared" level. Four Central USD schools require action to improve CCI for student groups in the "red" or "very low" category on the 2023 Dashboard. Please note that both CLASS & Pershing qualify as Equity Multiplier schools. The goals and actions for these sites will be addressed in the Equity Multiplier goals later in this LCAP. Specific actions for the 2025-26 school year are detailed below. The schools listed below will implement actions based on the areas of lowest performance for their student groups on the 2023 Dashboard. Central East High School has qualified for required actions to improve CCI for SWD and EL students. We identified a common need among all student groups through a needs assessment. Actions include: • Offer extra counseling resources and related services to involve EL & Students with Disabilities (SWD) in College and Career readiness. • Improve communication between home and school, and increase support and learning opportunities for EL/SWD and their families. Central High School has taken the required actions to improve CCI for students with disabilities (SWD). Actions include: • Provide additional counseling resources and related services and experiences to engage SWD in College and Career readiness. • Enhance the home-school communication, support, and learning opportunity exposure for SWD and their families.	$2,300.00	No
1.16	African American, Homeless, LI Student Success (CCI Indicator)	The California Dashboard helps parents and educators evaluate district and school performance. The College Career Indicator (CCI) indicates the percentage of high school graduates placed in the "Prepared" level. This action will address and support African American, Homeless, and SWD students' College and Career Readiness. This action will address the following areas of lowest performance on the 2023 Dashboard at the district level: CCI: African American (AA), Homeless & SWD	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		To Support College and Career Readiness for African American, Homeless, & SWD Students, Central will: • Provide a culturally rich learning environment that instills self-confidence, awareness of self, and appreciation for the positive contributions of their culture. • Provide opportunities for all students to feel a sense of belonging within the school community. • Reduce student failure and potential dropouts. • Provide opportunities for students to use their critical thinking skills to solve real community problems. • Conduct workshops on study skills, time management, and stress management. • Provide field trips and enrichment opportunities that incorporate all student groups identified in this action, with particular attention paid to the rich and empowering history of African and African American contributors, to promote personal healing, self-cultural awareness, and a community-building mindset. • Offer specialized career counseling to help students navigate job opportunities and build resumes. • Promote awareness on campus about the challenges faced by AA, special needs, and homeless students to foster empathy and support.		
1.17	Recruitment, Retention, and Professional Learning Systems	Central USD will strengthen recruitment, retention, and professional learning systems to increase access to qualified teachers, instructional aides, counselors, and administrators, particularly in high-need areas such as Special Education, Mathematics, Science, and Transitional Kindergarten (TK). The district will expand teacher pipeline efforts through student teacher placements, internship and residency partnerships, induction support, mentorship programs, and high-quality professional development aligned to district priorities. • Paid induction, intern, and mentorship stipends for teachers, instructional aides, managers, and administrators. • Professional development opportunities to strong Tier One instruction.	$222,104.40	No

Action #	Title	Description	Total Funds	Contributing
		• Instructional aide development programs, manager mentorship through MSC mentorships, and coordination of high-quality professional learning aligned to district initiatives. • Assistant Director of Staff Support and Training to provide support regarding credentialing and professional development. • GATE Teacher Certification Program • 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 best teaching for our students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Central Unified will ensure equitable, engaging learning opportunities for every student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Central USD continues to prioritize increasing student engagement, attendance, and graduation rates to ensure that every student has equitable and engaging learning opportunities. As of spring 2025, the overall attendance rate remains steady at 92.6%, with only a slight decline from the prior year. Chronic absenteeism improved from 26.9% to 19.9%, yet remains a concern, particularly for Students with Disabilities (29%) and African American students (24%). While the overall graduation rate rose from 87.7% to 90.5%, the graduation rates for the various subgroups such as EL students, Foster Youth, and Students with Disabilities lag behind the all student group, underscoring the need for continued support. To foster environments where all students can thrive, Central USD must maintain a focus on recruiting and retaining appropriately credentialed teachers, as the current rate has declined from 86.7% to 82.9%. The district also recognizes the value of early college exposure, as evidenced by the increase in dual enrollment participation from 9.3% to 13.4%. Moving forward, efforts will continue to focus on improving school connectedness through strong instructional support, Social-Emotional Learning (SEL), and tiered systems of behavioral and academic intervention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	Data Year: 2023 Data Source: CA Dashboard All- 26.9% EL- 25.2% FY- 27.8% LI- 28.6%	Data Year: 2024 Data Source: CA Dashboard All- 22.1% EL- 21.5% FY- 24% LIv- 23.8%	Data Year: 2025 Data Source: CA Dashboard All- 20.9% EL- 17.8% FY- 29.7% LI- 22.7%	Data Year: 2026 Data Source: CA Dashboard All- 19.9% EL- 18.2% FY- 20.8% LI- 21.6%	All: 6% improvement EL: 7.4% improvement FY: 1.9% escalation LI: 5.9% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 36% White- 25.3% AA - 31%	SWD- 30% White- 20.2% AA - 27.7%	SWD- 30.3% White- 18.3% AA - 27.7%	SWD- 29% White- 18.3% AA- 24%	SWD: 5.7% improvement White: 7% improvement AA: 3.3% improvement
2.2	Graduation Rate	Data Year: 2023 Data Source: CA Dashboard All- 87.7% EL- 76.8% FY - 57.1% LI- 87.1% SWD- 69.3%	Data Year: 2024 Data Source: CA Dashboard All- 89 % EL- 79.2% FY- * LI- 89% SWD- 61.2% *Less than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: CA Dashboard All- 90.5% EL- 79.4% FY- 77.5% LI- 91% SWD- 73.6%	Data Year: 2026 Data Source: CA Dashboard All- 93.7% EL- 82.8% FY- 63.1% LI- 93.1% SWD- 75.3%	All: 2.8% increase EL: 2.6% increase FY: 20.4% increase LI: 3.9% increase SWD: 4.3% increase
2.3	Broad Course of Study	Data Year: 2023 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.	Data Year: 2024 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.	Data Year: 2025 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.	Data Year: 2026 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.	Maintained
2.4	Broad Course of Study - Other Outcomes	Data Year: 2023 Data Source: Local Data 9.3% 11th & 12th grade students in a Dual Enrollment Course	Data Year: 2024 Data Source: Local Data 24.2% 11th & 12th grade students in a Dual Enrollment Course	Data Year: 2025 Data Source: Local Data 13.4% 11th & 12th grade students in a Dual Enrollment Course	Data Year: 2026 Data Source: Local Data 15% 11th & 12th grade students in a Dual Enrollment Course	+4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Appropriately Assigned and Fully Credentialed Teachers	Data Year: 2023 Data Source: CA Dashboard 86.7% Clear	Data Year: 2024 Data Source: CA Dashboard 84.7% Clear	Data Year: 2025 Data Source: CA Dashboard 82.9% Clear	Data Year: 2026 Data Source: CA Dashboard 95.7% Clear	-3.8%
2.6	Attendance Rate	Data Year: 2023 Data Source: Schoolzilla All- 93.5% EL- 93.6% FY- 94.4% LI- 91.6% SWD- 92.2%	Data Year: 2024 Data Source: Schoolzilla All- 93.4% EL- 93.9% FY- 94% LI- 92.7% SWD- 91.9%	Data Year: 2025 Data Source: Local Data (SchoolZilla now defunct) All- 92.6% EL- 92.7% FY- 90.5% LI- 92.3% SWD- 90.9%	Data Year: 2026 Data Source: Local Data (SchoolZilla now defunct) All- 97% EL- 97% FY- 95% LI- 95% SWD- 96%	All: -0.9% EL: -0.9% FY: -3.9% LI: +0.7% SWD: -1.3%
2.7	High School Drop Out Rate	Data Year: 2022 Data Source: DataQuest 9%	Data Year: 2023 Data Source: DataQuest 9%	Data Year: 2024 (Combined 4/5 year) Data Source: DataQuest 7%	Data Year: 2025 Data Source: DataQuest 3%	2% reduction
2.8	Middle School Drop Out Rate	Data Year: 2023 Data Source: CALPADS Fall 1 1.35%	Data Year: 2024 Data Source: CALPADS Fall 1 0.46%	Data Year: 2025 Data Source: CALPADS Fall 1 0.22%	Data Year: 2026 Data Source: CALPADS Fall 1 0%	1.13% reduction

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Central USD substantially implemented all planned actions under Goal 2 to improve graduation rates, attendance, school connectedness, college and career readiness, and equitable access to academic and behavioral supports for English Learners (EL), Foster Youth (FY), Low-Income (LI), and other historically underserved student groups. Overall implementation included expanded counseling services, Multi-Tiered System of Support (MTSS) social-emotional and behavioral interventions, Positive Behavioral

Interventions and Supports (PBIS), restorative practices, co-curricular and enrichment opportunities, attendance interventions, and State Seal of Biliteracy supports. While staffing shortages and recruitment challenges impacted implementation timelines in some areas, the district was able to fully implement the majority of planned services and supports.

Action 1 was fully implemented through expanded counseling services, increased after-school and evening access, and enhanced family engagement supports provided through the Teague Community Resource Center (TCRC), Family Outreach Liaisons, and interpreters. These services improved communication and participation among families of EL, FY, and LI students and contributed to ongoing improvements in graduation outcomes.

Action 2 was implemented to maintain access to qualified staff, transportation, and a broad course of study despite ongoing staffing and recruitment challenges. The district expanded instructional supports through partnerships with colleges and universities, advanced degree programs, GATE Teacher Certification, and continued access to Visual and Performing Arts (VAPA) opportunities across grade levels.

Actions 3 and 4 focused on Tier 1, Tier 2, and Tier 3 MTSS Social-Emotional Learning (SEL) supports to improve attendance, engagement, graduation outcomes, and social-emotional wellness. The district implemented SEL curriculum, professional development, counseling supports, SAFE Team interventions, and coordinated systems between counselors and intervention staff to strengthen supports for students experiencing academic, behavioral, and social-emotional barriers. These efforts contributed to improved attendance and increased access to counseling and intervention services. These actions have been fully implemented and are actively contributing to more equitable outcomes and improved support for students who are most in need.

Actions 5 and 6 strengthened districtwide PBIS, restorative practices, and behavioral intervention systems. Central USD implemented classroom circles, restorative justice practices, “thinkerys,” behavioral counseling, and proactive intervention systems to support school climate and reduce behavioral incidents. Additional personnel, including clinicians, behavior aides, intervention counselors, and Student Resource Officers, provided individualized supports and strengthened school safety systems. These actions contributed to safer and more supportive school environments, although suspension disparities remained for some student groups. These actions have been fully implemented and are actively contributing to more equitable outcomes and improved support for students who are most in need.

Action 7 expanded co-curricular and enrichment opportunities, including academic competitions and VAPA programs, to increase student engagement and school connectedness. This action was fully implemented. Participation in enrichment opportunities increased; however, academic performance outcomes among student groups were mixed, indicating a need for stronger alignment between enrichment programming and targeted academic interventions moving forward.

Action 8 implemented targeted, site-based attendance interventions at identified schools experiencing high chronic absenteeism rates. Schools utilized parent workshops, home visits, multilingual outreach, family meetings, and attendance incentives to improve attendance and strengthen family engagement. These efforts supported a coordinated and data-informed approach to reducing chronic absenteeism. All actions described were fully implemented during the 2025–26 school year.

Action 9 was implemented at Central High East to address graduation outcomes for Students with Disabilities through targeted counseling, FAFSA and college application workshops, and increased family outreach supports. These actions strengthened home-school partnerships and improved access to graduation and postsecondary planning supports. These actions were fully implemented.

Action 10 expanded access to the State Seal of Biliteracy program through increased parent outreach, professional learning, and collaboration among counselors, college and career staff, and educational partners. These efforts strengthened multilingual learning opportunities, promoted college and career readiness, and increased awareness of biliteracy pathways for EL, FY, and LI students. These efforts were fully implemented.

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 2.1 – Academic and Career Counseling/Graduation Rate
Estimated actual expenditures exceeded budgeted expenditures because additional counseling services, graduation monitoring supports, and student intervention activities were implemented to address identified graduation and postsecondary readiness needs.

Action 2.2 – Broad Course of Study with Appropriately Credentialed Teachers
Estimated actual expenditures were lower than budgeted expenditures due to differences between projected and actual salary and benefit costs. Expenditures associated with maintaining appropriately credentialed staffing levels were lower than originally estimated. Additionally, some staff positions originally budgeted within this action were funded through categorical funding sources that are not reported in the LCAP Action Tables.

Action 2.3 – MTSS Social-Emotional Learning (SEL) Tier 1
Estimated actual expenditures were lower than budgeted expenditures because several planned SEL activities were implemented using existing district resources, staffing, and categorical funding sources not reported in the LCAP Action Tables, reducing expenditures charged directly to this action. Additionally, resources and supports were prioritized toward more intensive Tier 2 and Tier 3 interventions under Action 2.4 based on identified student social-emotional and behavioral needs.

Action 2.4 – MTSS Social-Emotional Learning (SEL) Tier 2–3
Estimated actual expenditures exceeded budgeted expenditures because additional mental health services, counseling supports, and targeted interventions were provided to address increasing student social-emotional and behavioral needs identified during implementation.

Action 2.10 – Seal of Biliteracy
Estimated actual expenditures exceeded budgeted expenditures because expanded implementation efforts, increased student participation, and additional program supports were provided to promote biliteracy opportunities and recognition for eligible students. Additional staffing and programmatic supports associated with expanded implementation contributed to expenditures exceeding original projections.

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

Overall, the actions associated with Goal 2 have been effective or partially effective in increasing student engagement, improving attendance outcomes, expanding access to academic and enrichment opportunities, strengthening school climate, and increasing graduation rates. Since the baseline year, chronic absenteeism has improved from 26.9% to 20.9% for all students, graduation rates increased from 87.7% to 90.5%, dual enrollment participation increased from 9.3% to 13.4%, and both high school and middle school dropout rates declined. While

positive progress is evident across many metrics, disparities remain for Foster Youth, Students with Disabilities, Homeless students, and African American students in several outcome areas.

Action 2.1 – Academic & Career Counseling/Graduation Rate
Effective. Expanded academic and career counseling services contributed to improved graduation outcomes for multiple student groups. Since the 2023 baseline year, the overall graduation rate increased from 87.7% to 90.5%. English Learner graduation rates increased from 76.8% to 79.4%, Low-Income student graduation rates increased from 87.1% to 91.0%, and Students with Disabilities improved from 69.3% to 73.6%. Foster Youth graduation rates increased from 57.1% at baseline to 77.5% in 2025. In addition, the high school dropout rate declined from 9% to 3%, while the middle school dropout rate decreased from 1.35% to 0.22%. These outcomes indicate that expanded counseling, graduation monitoring, family engagement, and college and career planning supports have been effective because more students remained on track for graduation and postsecondary opportunities.

Action 2.2 – Broad Course of Study with Appropriately Credentialed Teachers
Partially Effective. The district successfully maintained access to a broad course of study for all students, with 100% of students continuing to have access to a broad course of study throughout the goal period. Dual enrollment participation increased from 9.3% in 2023 to 13.4% in 2025, demonstrating expanded access to college-level coursework and early college opportunities. However, the percentage of appropriately assigned and fully credentialed teachers declined from 86.7% to 82.9%. Despite ongoing staffing challenges, students continued to have access to expanded coursework, Visual and Performing Arts opportunities, and dual enrollment experiences. These outcomes indicate that the action has been effective in maintaining course access while continued efforts are needed to improve teacher recruitment and retention.

Action 2.3 – MTSS Social Emotional Learning Tier 1
Effective. Universal social-emotional learning supports contributed to improved student engagement and attendance outcomes. Since the 2023 baseline, chronic absenteeism decreased from 26.9% to 20.9% for all students. English Learners improved from 25.2% to 17.8%, Low-Income students improved from 28.6% to 22.7%, White students improved from 25.3% to 18.3%, and African American students improved from 31.0% to 27.7%. Students with Disabilities improved from 36.0% to 30.3%. Attendance rates remained relatively stable, with overall attendance at 92.6% compared to 93.5% at baseline. These outcomes indicate that districtwide SEL supports, counseling services, and engagement strategies have been effective because fewer students are chronically absent and more students are regularly engaged in school.

Action 2.4 – MTSS Social Emotional Learning Tier 2-3
Effective. Targeted Tier 2 and Tier 3 social-emotional supports contributed to improved outcomes for many student groups experiencing the greatest barriers to engagement. Chronic absenteeism improved for English Learners from 25.2% to 17.8%, Low-Income students from 28.6% to 22.7%, and Foster Youth from 27.8% to 29.7% after fluctuations during the implementation period. Graduation rates improved from baseline for English Learners (76.8% to 79.4%), Low-Income students (87.1% to 91.0%), Foster Youth (57.1% to 77.5%), and Students with Disabilities (69.3% to 73.6%). These results indicate that targeted counseling, intervention services, SAFE Team supports, and coordinated social-emotional interventions have contributed to improved student persistence and graduation outcomes.

Action 2.5 – MTSS Behavior Tier 1
Effective. Districtwide PBIS, restorative practices, and positive school climate initiatives contributed to improved student engagement and behavioral outcomes. Suspension rates decreased from 5.2% in 2023 to 3.3% in 2025 for all students. Chronic absenteeism also improved

across most student groups, including English Learners, Low-Income students, White students, and African American students. Local climate data showed modest improvement in student and family perceptions of school connectedness. These outcomes indicate that Tier 1 behavioral supports strengthened positive school culture and increased student engagement.

Action 2.6 – MTSS Behavior Tier 2-3
Effective. Intensive behavioral and social-emotional supports contributed to substantial reductions in suspension rates among several historically underserved student groups. Foster Youth suspension rates decreased from 23.8% to 16.2%, Homeless students decreased from 12.0% to 6.0%, African American students decreased from 11.3% to 7.0%, English Learners decreased from 4.0% to 2.6%, and Low-Income students decreased from 6.1% to 3.9%. Overall suspension rates declined from 5.2% to 3.3%. These outcomes indicate that behavioral intervention supports, counseling services, Student Resource Officers, and tiered intervention systems have been effective because fewer students experienced exclusionary discipline and more students remained engaged in instruction.

Action 2.7 – Co-Curricular Activities
Mixed Effectiveness. Co-curricular programs successfully increased access to enrichment opportunities, Visual and Performing Arts programs, academic competitions, and student engagement activities. The district also expanded dual enrollment participation from 9.3% to 13.4%. Academic outcomes among student groups were mixed. English Learners improved in ELA from 58.1 points below standard to 46.1 points below standard and in Mathematics from 85.6 points below standard to 74.0 points below standard. Low-Income students improved in ELA from 31.0 points below standard to 28.4 points below standard and in Mathematics from 71.3 points below standard to 65.4 points below standard. However, some student groups continued to experience significant academic challenges; SWD and HO have declined in academic performance in both ELA and Math. These results indicate that co-curricular programs have strengthened school connectedness and engagement, while additional alignment between enrichment opportunities and targeted academic interventions may further accelerate academic outcomes.

Action 2.8 – Chronic Absenteeism (Site Specific)
Partially Effective. Site-specific attendance interventions contributed to substantial reductions in chronic absenteeism across the district. Overall chronic absenteeism improved from 26.9% in 2023 to 20.9% in 2025. English Learners improved from 25.2% to 17.8%, Low-Income students improved from 28.6% to 22.7%, Students with Disabilities improved from 36.0% to 30.3%, White students improved from 25.3% to 18.3%, and African American students improved from 31.0% to 27.7%. These outcomes indicate that family outreach, home visits, attendance incentives, multilingual communication, and site-specific attendance interventions have been effective because more students are attending school consistently.

- At Liddell Elementary, overall chronic absenteeism declined from 17.0% in 2023 to 14.9% in 2025. While AA and SWD were no longer in the Red, ELs were now in the Red.
- At Harvest Elementary, overall absenteeism decreased from 25.9% in 2023 to 12.0% in 2025, with no students in the Red.
- River Bluff Elementary reduced chronic absenteeism from 27.3% in 2023 to 16.7% in 2025, with white students no longer in the Red. However, SWD fell into the Red.
- McKinley Elementary improved from 24.2% in 2023 to 20.0% in 2025 through family meetings, attendance education, and schoolwide attendance incentives. However, AA and SWD still remained in the Red.
- Rio Vista Middle School demonstrated limited improvement. Chronic absenteeism changed from 22.8% in 2023 to 22.3% in 2025. Subgroup data was worse with AA, LTELs, Asian, LI, and SWD all falling into the Red for 2025.

Action 2.9 – Graduation Rate (Site Specific)
Partially Effective. Site-specific graduation interventions supported improvements in graduation outcomes among several student groups. Overall graduation rates at the district increased from 87.7% to 90.5%, while English Learners improved from 76.8% to 79.4%, Low-Income students improved from 87.1% to 91.0%, Foster Youth improved from 57.1% to 77.5%, and Students with Disabilities improved from 69.3% to 73.6%. While graduation outcomes improved overall, Students with Disabilities continue to graduate at lower rates than the all-student group, indicating a continued need for targeted supports and intervention systems. For Central East, graduation increased from 91.3% to 93.9%. In 2025, there were no student groups in the Red or Orange, an improvement from 2023 when SWD were in the Red.

Action 2.10 – Seal of Biliteracy
Effective. Efforts to expand participation in the State Seal of Biliteracy and multilingual learning opportunities contributed to improved outcomes for English Learners and other student groups. English Learner chronic absenteeism improved from 25.2% to 17.8%, graduation rates increased from 76.8% to 79.4%, and college and career readiness indicators improved during the implementation period. Low-Income students also demonstrated improved graduation outcomes, increasing from 87.1% to 91.0%. These results indicate that multilingual learning opportunities, increased family engagement, and enhanced college and career planning supports have been effective because students demonstrated stronger engagement, improved attendance, and increased readiness for postsecondary opportunities.

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

Metrics
- The attendance rate metric is now sourced from our local SIS - Aeries, instead of SchoolZilla, which is now defunct.

Actions
Action 2.1 Academic & Career Counseling/Graduation Rate was modified for the 2026–27 school year to clarify counseling-related expenditures. The action was revised to include Counseling Department budgets. Language regarding translation services were removed as those services will be provided through Action 3.2 and 3.3. Additional Program Managers for Special Education were added to support graduation rates for SWD. The Increased and Improved Section for this action was updated and rewritten to include changes to the action. The language was also modified for readability purposes.

Action 2.2 Broad Course of Study with Appropriately Credentialed Teachers was modified to remove services that do not align with these goals such as GATE Teacher Certification Program and masters programs in Reading, STEM, and Administration for our teachers. These will be moved to Action 1.17.

Action 2.3 Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1 was modified to remove the strict annual target for attendance improvement. New SEL curriculum for sites and training for school security were added to the language for this action item.

Action 2.4 – MTSS Social-Emotional Learning (SEL) Tier 2–3 was refined to strengthen Tier 2 and Tier 3 social-emotional supports. Additional staff training related to de-escalation and crisis prevention strategies was added to increase staff capacity to respond to intensive student needs. Staffing and services were reorganized to better align counseling, intervention, and SAFE Team supports within a

coordinated system of care. In response to educational partner feedback and ongoing concerns related to classroom distractions, social media conflicts, and student well-being, the action was expanded to include devices and supports for cell phone management and SEL communication skill development. These additions were incorporated based on district experience and emerging research indicating that limiting access to personal devices during instructional time can reduce distractions and interpersonal conflicts while increasing opportunities for positive peer interactions, communication, and self-regulation. No changes were made to the goal, metrics, or target outcomes. The Increased or Improved Services section for this action was revised to more clearly articulate the district's experience and research-informed rationale for providing expanded social-emotional supports, including cell phone management supports, and the anticipated outcomes for unduplicated students.

Action 2.5 – MTSS Behavior Tier 1 was revised to strengthen proactive school climate and behavior supports. Additional emphasis was placed on the use of behavior incident data and Panorama survey results to inform PBIS implementation. Oversight responsibilities for campus culture and safety were clarified to support consistent implementation across schools. No changes were made to the goal, metrics, or target outcomes.

Action 2.6 – MTSS Behavior Tier 2–3 was revised to strengthen Tier 2 and Tier 3 behavioral and mental health supports. Additional emphasis was placed on coordinated behavioral interventions, counseling services, substance abuse prevention, and referral systems to address the social-emotional and behavioral needs contributing to suspension rates. Staffing and supports were reorganized to better align intervention personnel and related services within the district's multi-tiered system of support. No changes were made to the goal, metrics, or target outcomes. In addition, the Increased or Improved Services section was updated to provide a clearer explanation of the district's experience and research-informed rationale for providing expanded behavioral and social-emotional supports to English Learners, Foster Youth, and Low-Income students. The revised description more explicitly explains how these services are intended to strengthen school connectedness, improve perceptions of safety, and reduce disproportionate suspension rates. No changes were made to the goal, metrics, or target outcomes.

Action 2.7 – Co-Curricular Activities was expanded to increase opportunities for student engagement and school connectedness for English Learners, Foster Youth, and Low-Income students. The action was expanded to include additional extracurricular, leadership, and enrichment opportunities designed to increase participation and engagement. The description was revised to focus on broader co-curricular experiences, including Visual and Performing Arts (VAPA), athletics, academic competitions, and student leadership opportunities, rather than specific staffing allocations. In addition, the Increased or Improved Services section was updated to incorporate the district's experience and research-informed rationale regarding the relationship between co-curricular participation, school connectedness, and academic engagement. No changes were made to the goal, metrics, or target outcomes.

Action 2.9 Graduation Rate (Site Specific) was modified to adjust language regarding goals from the 25-26 SY to the upcoming 26-27 SY.

Action 2.10 was modified based on reflections on prior practice, educational partner feedback, and analysis of college and career readiness outcomes. The action was expanded to strengthen district systems supporting multilingual achievement, school connectedness, and postsecondary readiness. Additional components were added to provide coordination and oversight of the State Seal of Biliteracy program, strengthen student support systems, and initiate Dual Immersion program planning and development to expand multilingual learning pathways. These changes were made to provide more structured supports, increase access to biliteracy opportunities, and strengthen college and career readiness for English Learners, Foster Youth, and Low-Income students. These changes were also listed in the Increased

or Improved Services section. No changes were made to the goal, metrics, or target outcomes.

Central USD remains committed to its goal of providing equitable and engaging learning opportunities. While the goal itself remains unchanged, it is clear that additional time and more targeted support may be necessary to fully achieve it. The broad course of study metric has been updated to include the % of students with access to a broad course of study as reported on the CA Dashboard local indicators. Metric 2.3 added the data point of citing the % of students with access to a broad course of study. Data years for 2.3, 2.4, 2.7, and 2.8 were clarified for ease of comparison year to year. There was a slight modification to the language (but not the intention) of actions 2.1, 2.6, and 2.10. Action 2.1 also includes adding the HS and MS dropout rates to monitor effectiveness. Action 2.7 increased the number of staff and specifically named art, band, choir, dance, and theatre teachers.

The district will continue to use a continuous improvement model—building on what works, making data-informed adjustments, and refining supports for students with the greatest needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic & Career Counseling/Graduation Rate	To support the Graduation Rate for EL, FY, & LI, Central will provide the following: • Additional counseling staff • Additional counseling hours (to provide after-school and evening hours) • Counseling Department Budgets • Provide supports through the Teague Resource Center (i.e. workshops and training, family engagement opportunities) • Additional Program Managers to better monitor special education/ dually identified students due to extremely low graduation rates	$4,836,225.00	Yes
2.2	Broad Course of Study with Appropriately Credentialed Teachers	Central USD will provide appropriately credentialed staff and student transportation for basic programs 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, etc). The district will offer a broad course of study and provide a variety of programs, including Visual and Performing Arts (VAPA) featured as electives in 9-12 grades.	$112,628,903.75	No

Action #	Title	Description	Total Funds	Contributing
2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	Central USD students will increase attendance rates, having a positive impact on chronic absenteeism (decreasing 3.5% annually) and improving student engagement. The district will provide support for the social-emotional wellness of students by: • Ensuring that there is a framework for students that addresses their social/emotional learning. • Provide staff development and monitoring for SEL curriculum and services. • Provide elementary and secondary SEL curriculum for sites (ie. Second Step and Compass Curriculum/Navigate 360) • Provide training for school security (aligned with SB390)	$2,500,000.00	No
2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Central USD acknowledges the disparities in graduation rates and chronic absenteeism among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address this, the district will enhance social-emotional services to improve outcomes and motivation for these students. • Supplemental and intensive services, including social/emotional counseling and support from the Support Academic Family Engagement Team (SAFE Team). (LMFT, Social Worker, Psychologist, Director student services, and possibly Sp. Ed. Director if applicable for that student) • Secondary counselors collaborating with intervention staff. (PD and release time) • Training for staff to deescalate and manage Tier III behaviors (ie. Ukeru and Crisis Prevention/NCIS) - fees and staff time • SEL materials and counseling to promote equity and inclusion for all learners. • Devices and supports for cell phone management (e.g., lock boxes, lock pouches, release magnet keys, and related tools) to reduce classroom distractions, address social media-related mental health and social-emotional conflicts, and support SEL communication and self-regulation skill development.	$10,317,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	Central USD will bolster the PBIS framework by: • Implementing practices such as classroom circles/meetings, respect agreements, and Restorative Justice. • Organizing a collaborative workgroup to utilize Panorama Survey System data to inform Tier 1 strategies for integrating Culture & Climate data within PBIS teams. • High School and Middle School Student Resource Officers • Monitoring by the Supervisor for Campus Culture/Safety to ensure effectiveness • Monitor behavior incident data and interventions to proactively design school programs. (ie. SWISS system)	$2,500,000.00	No
2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	While providing equitable and engaging educational opportunities for all students, Central USD acknowledges the disparities in suspension rates among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address these challenges, the district will enhance social-emotional services to improve outcomes and motivation for these students. • Tiered support and interventions, such as 'thinkeries' for reflection and conflict resolution (staffing & supplies) • Additional support personnel like All 4 Youth clinicians and CYS professionals, behavior aides, and intervention counselors • Involve intervention staff, psychologists, and certified/classified personnel to offer behavioral counseling to create positive learning environments. • Mental health, substance abuse, and related service referral assistance (ie. CareSolace) • Substance Abuse and prevention services (ie. Prodigy) • Behavior: Academic Intervention Teams to use screening data to identify and support at-risk students.	$9,006,021.00	Yes
2.7	Co-Curricular Activities	Central Unified needs to improve academic achievement for English Language Learners (EL), Foster Youth (FY), and Low-Income (LI) students in both Math and English Language Arts (ELA). The district also	$4,810,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		acknowledges a need for an early introduction to a broad course of study for these students. This early exposure and connectedness to school will ensure EL, FY, and LI students are engaged and excited to pursue their education. To address this, the district will provide co-curricular activities to improve motivation and learning outcomes for EL, FY, and LI students. The district will increase participation in school activities that foster students' positive connections to their school, provide opportunities for early exposure to quality VAPA classes and other means of early exposure to a broad course of study, and promote opportunities for social interaction and emotional expression, which are crucial for overall well-being. Activities are noted below. • Science Fair, Sports Programs, Odyssey of the Mind, Peach Blossom Festival, Spelling Bee, Young Author's Fair, Academic Decathlon, Ujima (materials & supplies, travel, entry fees, registrations) • Elementary Band, Music, Art & Choir (18 teachers, materials & supplies) • Middle School Band, Choir, Art, Theatre (10 teachers, materials & supplies) • Art, Band, Choir, Dance, & Theatre (24 teachers, materials & supplies) • Extracurricular activities and student engagement opportunities designed to strengthen school connectedness, leadership development, teamwork (materials & supplies, transportation, entry fees, registrations, supervision, and student participation costs)		
2.8	Chronic Absenteeism (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The Chronic Absenteeism indicator (CA) provides the community with information about the percentage of students in kindergarten through grade 8 who are absent for 10 percent or more of the instructional days they are enrolled. Five school sites in Central USD have been identified for required actions to decrease California-based	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		measures, based on identified student groups qualifying in the red or very high category on the 2023 California Dashboard. Site-specific actions to decrease CA during the 2025-26 school year are noted below. Liddell Elementary has qualified for a required action addressing chronic absenteeism for both African American students and Students with Disabilities. We found two common needs among these student groups. Actions include: • Parent classes and information on the importance of attendance and student participation in school. • Increase attendance incentives for students, including activities, prizes, and fun events at school, to increase attendance. Harvest Elementary has qualified for a required action addressing chronic absenteeism for white students. Actions include: • Parent classes and information on the importance of attendance and student participation in school. • One-on-one meetings to determine how the school can best support each family based on their individual needs. • Regular check-ins with these students and their parents to provide support and resources as needed. River Bluff Elementary has qualified for a required action addressing chronic absenteeism for white students. Actions include: • Strengthen communication and collaboration between schools and families. This includes conducting home visits and establishing regular check-ins with parents or guardians. • Workshops or training sessions to help families understand the importance of attendance and provide them with strategies to support their child's attendance. McKinley Elementary has qualified for a required action addressing chronic absenteeism for both African American students and Students with Disabilities. We found three common needs among these student groups. Actions include:		

Action #	Title	Description	Total Funds	Contributing
		• Offer classes and information sessions to emphasize the importance of attendance and student engagement in school. • Conduct personalized meetings with families to identify their needs and tailor school support accordingly. • Implement fun activities, prizes, and events at school to boost student attendance. Rio Vista has qualified for a required action addressing chronic absenteeism for English Learner students. Actions include: • Leveraging multilingual staff to help English learners feel comfortable and supported at school. • Engage families of English learners through culturally sensitive communication, workshops, and events that highlight the importance of school attendance and provide strategies for supporting their child's education.		
2.9	Graduation Rate (Site Specific)	To assist parents and educators in identifying strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The graduation rate provides the community with information about the percentage of students completing high school, which includes students who receive a standard high school diploma. One school site in Central USD has been identified for required actions to increase graduation rates based on identified student groups that qualify in the red or very low category on the 2023 CA Dashboard. Site-specific actions to improve graduation rates during the 2026-27 school year are noted below. Central High East has qualified for a required action addressing the graduation rate for Students with Disabilities (SWD). Actions include: • Deploy academic counselors to engage families as partners in the educational process and provide resources and support to help them advocate for their child's needs. • Host workshops for parents of SWD to review college career preparedness, guidelines for college applications, and FAFSA completion.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Leveraging Family Outreach Liaison services to connect with families of SWD to empower families with knowledge and skills can help ensure that students with disabilities receive the support they need to succeed academically and beyond.		
2.10	Seal of Biliteracy	While providing equitable and engaging educational opportunities for all students, Central USD will intentionally focus on improved connectedness to school for these students by increasing student success in pursuit of the State Seal of Biliteracy (SSB). • Parent engagement and education to raise awareness of the SSB pathways and encourage early preparation among students. • Staff professional learning to highlight ways that the SSB can make students' college applications more competitive. (Many colleges and universities value multilingual abilities, and the SSB serves as a formal certification of these skills.) • Facilitate collaboration and extended time between academic counselors, educational partners, & college career staff. • Coordination and oversight of the State Seal of Biliteracy program implementation and student support systems • Dual Immersion program planning and development to strengthen multilingual learning pathways and long-term biliteracy opportunities for students	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Central Unified will foster safe, inclusive schools in partnership with the community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

According to the most recent CA Dashboard data, while suspension rates have decreased overall in Central Unified, Foster Youth (FY) and homeless students continue to experience disproportionately high suspension rates. FY, African American, Homeless student suspension rates all declined. However, these rates remain significantly above the district average of 3.4%, highlighting the ongoing need for targeted behavioral and social-emotional support. Local survey data further reveal that students' perceptions of school safety and climate remain low, with only a 1.5% increase in favorable climate responses (from 46.5% to 48%) and a 3.5% increase in safety perceptions (from 51% to 54.5%) from the baseline year of 2023. These modest gains suggest that many students, particularly those in vulnerable groups, still do not feel fully safe or connected at school.

A comprehensive needs assessment confirms that continued support is needed to improve the experiences of FY, LI, and EL students, who often face instability, trauma, and systemic barriers to engagement. Although facility conditions and access to instructional materials remain consistently strong, the school environment, as perceived by students, shows room for significant improvement.

Educational partners have continued to emphasize the importance of school staff playing an active role in removing barriers to success for our most at-risk students. The data suggest that further progress is necessary to create inclusive, supportive environments where all students, particularly those facing the most significant challenges, feel valued, connected, and safe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Inspection Tool	Data Year: 2023 Data Source: Facilities Inspection Tool	Data Year: 2024 Data Source: Facilities Inspection Tool	Data Year: 2025 Data Source: Facilities Inspection Tool	Data Year: 2026 Data Source: Facilities Inspection Tool	-7.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of facilities "Good or Exemplary" as evaluated annually by the FIT	100% of facilities "Good or Exemplary" as evaluated annually by the FIT.	92.3% of facilities "Good or Exemplary" as evaluated annually by the FIT.	100% "Good or Exemplary" as evaluated annually by the FIT	
3.2	Access to Standards Aligned Materials	Data Year: 2023 Data Source: State Reflection Tool Overall 3.6 rating (between Initial and Full Implementation)	Data Year: 2024 Data Source: State Reflection Tool Overall 3.9 rating (between Initial and Full Implementation)	Data Year: 2025 Data Source: State Reflection Tool Overall 4.0 rating (Full Implementation)	Data Year: 2026 Data Source: State Reflection Tool Overall 4.0 rating (Full Implementation)	+0.4 rating (between Initial and Full Implementation)
3.3	Parent and Family Engagement Survey	Data Year: 2023 Data Source: State Reflection Tool Overall 3.0 rating (between Initial and Full Implementation)	Data Year: 2024 Data Source: State Reflection Tool Overall 3.3 rating (between Initial and Full Implementation)	Data Year: 2025 Data Source: State Reflection Tool Overall 3.8 rating (between Initial and Full Implementation)	Data Year: 2026 Data Source: State Reflection Tool Overall 4.0 rating (Full Implementation)	+0.8 rating (between Initial and Full Implementation)
3.4	Local Survey-School Connectedness	Data Year: 2023 Data Source: Local Survey Students- 46.5% favorable responses Staff - 56% favorable responses Teachers- 58% favorable responses Family Members- 65% favorable responses	Data Year: 2024 Data Source: Local Survey Students- 47% favorable responses Staff - 56% favorable responses Teachers- 57% favorable responses	Data Year: 2025 Data Source: Local Survey Students- 48% favorable responses Staff - 59% favorable responses Teachers- 60% favorable responses	Data Year: 2026 Data Source: Local Survey Students- 70% favorable responses Staff- 63% favorable responses Teachers-63% favorable responses	Students: +1.5% Staff: +3% Teachers: +2% Family Members: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Family Members- 67% favorable responses	Family Members- 70% favorable responses	Family Members- 74% favorable responses	
3.5	Local Survey-School Safety	Data Year: 2023 Data Source: Local Survey Students- 51% favorable responses Teachers- 58% favorable responses Staff- 62% favorable responses Family Members- 69% favorable responses	Data Year: 2024 Data Source: Local Survey Students- 52% favorable responses Teachers- 60% favorable Staff- 65% favorable Family Members- 70% favorable responses	Data Year: 2025 Data Source: Local Survey Students- 54.5% favorable responses Teachers- 64% favorable Staff- 67% favorable Family Members- 74% favorable responses	Data Year: 2026 Data Source: Local Survey Students- 58% favorable responses Teachers- 67% favorable responses Staff- 71% favorable responses Family Members- 78% favorable responses	Students: +3.5% Teachers: +6% Staff: +5% Family Members: +5%
3.6	Suspension Rate	Data Year: 2023 Data Source: CA Dashboard All: 5.2 % EL: 3.6 % FY: 23.8 % LI: 5.8 % SWD: 6.3 % AA: 11.3% HO: 12 % White: 4.1%	Data Year: 2024 Data Source: CA Dashboard All: 3.3% EL: 2.2% FY: 16.2 % LI: 3.6% SWD: 5% AA: 7 % HO: 6% White: 2.8%	Data Year: 2025 Data Source: CA Dashboard All: 3.4% EL: 2.4% FY: 17.1% LI: 3.6% SWD: 4.9% AA: 9.1% HO: 6.9% White: 3.2%	Data Year: 2026 Data Source: CA Dashboard All: 2.8 % EL: 1.2 % FY: 21.4 % LI: 3.4 % SWD: 3.9 % AA: 8.9% HO: 9.6% White: 1.7%	All: 1.8% improvement EL: 1.2% improvement FY: 6.7% improvement LI: 2.2% improvement SWD: 1.4% improvement AA: 2.2% improvement HO: 5.1% improvement White: 0.9% improvement
3.7	Expulsion Rate	Data Year 2023 Data Source: DataQuest	Data Year 2024 Data Source: DataQuest	Data Year 2025 Data Source: DataQuest	Data Year 2026 Data Source: DataQuest	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.1%	0.1%	0.1%	Maintain @ 0.1% or less	
3.8	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs - EDC 52060(d)(3)(A)	Data Year 2023 Data Source: CA Dashboard Standard Met -Self Reflection Tool	Data Year 2024 Data Source: CA Dashboard Standard Met -Self Reflection Tool	Data Year 2025 Data Source: CA Dashboard Standard Met -Self Reflection Tool	Data Year 2026 Data Source: CA Dashboard Standard Met -Self Reflection Tool	No Difference

Goal Analysis [2025-26]

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

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

In the 2025–26 school year, Central USD fully implemented all planned actions under Goal 3 to foster safe, inclusive schools in partnership with the community. Each action was implemented as outlined in the plan to support positive school climate, family engagement, and student access to safe and supportive learning environments.

Action 1 was implemented successfully, with 92.3% of school facilities continuing to be rated “Good” or “Exemplary” according to the Facilities Inspection Tool. Facility maintenance and operations continued to support safe and functional learning environments districtwide.

Action 2 focused on increasing family engagement and was fully implemented through the continued support of key staff positions, including the Assistant Superintendent of Student and Family Services, the Director of Diversity, Equity, and Inclusion, and the Parent Involvement Coordinator/Family Engagement Manager. Culturally responsive trainings, parent workshops, and community engagement opportunities were provided based on educational partner input and identified family needs.

Action 3 was implemented through the districtwide deployment of Family Outreach Liaisons at every school site. Liaisons supported communication between schools and families by providing translation services, facilitating home visits, coordinating parent education events, and increasing outreach efforts designed to strengthen family involvement and school connectedness.

Action 4 ensured continued access to the necessary technology for students and families through the distribution and maintenance of Chromebooks, hotspots, software, and instructional technology supports. Staffing continued to provide technical assistance and support for student learning needs.

Action 5 addressed suspension rates for Foster Youth (FY) and homeless students through collaboration with the Fresno County Superintendent of Schools. The district provided targeted supports including counseling services, additional personnel, site-level data analysis, and increased adult-to-student interactions designed to improve engagement and reduce behavioral incidents. Schools also implemented trauma-informed and relationship-based supports tailored to the needs of students experiencing instability and barriers to engagement.

Action 6 supported site-specific interventions at schools with elevated suspension rates. Schools implemented Positive Behavioral Interventions and Supports (PBIS), restorative practices, and behavioral intervention strategies to improve student behavior and strengthen school climate. These efforts focused on increasing student connectedness, reducing exclusionary discipline practices, and improving support systems for vulnerable student groups.

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 3.2 – Family Engagement
Estimated actual expenditures exceeded budgeted expenditures because additional family engagement activities, outreach efforts, and educational partner engagement opportunities were implemented throughout the year in response to community feedback and participation needs.

Action 3.3 – Family Outreach Liaisons
Estimated actual expenditures exceeded budgeted expenditures because additional outreach and support services were provided to students and families experiencing barriers to engagement, requiring increased staffing and operational expenditures beyond original projections.

Action 3.4 – Access to Technology
Estimated actual expenditures were lower than budgeted expenditures because technology purchases and replacement cycles occurred at lower costs than anticipated and some planned purchases were deferred based on inventory and implementation timelines.

Action 3.5 – Suspension Rate Decrease for Foster Youth and Homeless Students
Estimated actual expenditures were lower than budgeted expenditures because planned intervention and support activities were implemented using existing staff and resources, reducing expenditures charged directly to this action while maintaining planned services.

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

Overall, the actions associated with Goal 3 have been effective in fostering safer and more inclusive schools through improved family engagement, stronger school-community partnerships, enhanced access to technology, and targeted behavioral interventions. Since the 2023 baseline year, parent and family engagement ratings improved from 3.0 to 3.8 on the State Reflection Tool, school connectedness survey results improved across all respondent groups, school safety perceptions increased among students, staff, teachers, and families, and suspension rates declined for all students and every reported student subgroup. Expulsion rates remained low at 0.1%, and the district continued to meet the local indicator related to seeking parent input and promoting participation of parents of unduplicated pupils and

students with exceptional needs. These outcomes demonstrate that the district's investments in family engagement, outreach, safety, and student support systems are contributing to positive progress toward this goal.

Action 3.1 – Facilities
Effective. The district continued to maintain safe and functional learning environments for students. While the percentage of facilities rated "Good" or "Exemplary" decreased from 100% in 2023 to 92.3% in 2025, the vast majority of facilities continued to meet high standards for safety and functionality. Continued maintenance and operational support ensured that students had access to learning environments that support engagement, well-being, and academic success. This action contributed to maintaining positive learning conditions throughout the district.

Action 3.2 – Family Engagement
Effective. Family engagement efforts resulted in significant improvement in the Parent and Family Engagement local indicator. The district's overall rating increased from 3.0 in 2023 to 3.8 in 2025. Family perceptions of school connectedness improved from 65% favorable responses to 70%, while family perceptions of school safety increased from 69% to 74%. In addition, the district continued to meet the state standard for seeking parent input and promoting parental participation. Suspension rates also improved for key student groups targeted through family engagement efforts, including Foster Youth, whose suspension rate declined from 23.8% to 17.1%, Low-Income students from 5.8% to 3.6%, and English Learners from 3.6% to 2.4%. These outcomes indicate that increased communication, workshops, interpretation services, and outreach opportunities strengthened family-school partnerships and contributed to improved student engagement and behavior.

Action 3.3 – Family Outreach Liaisons
Effective. Family Outreach Liaisons strengthened communication between schools and families and contributed to improvements in student engagement indicators. Since the 2023 baseline, chronic absenteeism improved for English Learners from 25.2% to 20.9%, Low-Income students from 28.6% to 22.7%, and overall students from 26.9% to 20.9%. School connectedness survey results also improved across all stakeholder groups, including students (46.5% to 48%), staff (56% to 59%), teachers (58% to 60%), and family members (65% to 70%). Suspension rates improved for all students from 5.2% to 3.4%, with notable subgroup improvements among Foster Youth (23.8% to 17.1%), African American students (11.3% to 9.1%), and Homeless students (12.0% to 6.9%). These outcomes indicate that family outreach efforts have been effective because stronger home-school partnerships increased engagement, attendance, and student support.

Action 3.4 – Access to Technology
Effective. The district successfully maintained student access to technology, digital resources, and a 1:1 device environment. These supports contributed to continued access to learning opportunities both at school and at home. Academic outcomes among student groups demonstrated some improvement since the baseline year. English Learners improved in ELA from 58.1 points below standard to 46.1 points below standard and improved in mathematics from 85.6 points below standard to 74.0 points below standard. Low-Income students improved in ELA from 31.0 points below standard to 28.4 points below standard and improved in mathematics from 71.3 points below standard to 65.4 points below standard.

Action 3.5 – Suspension Rate Decrease for Foster Youth and Homeless Students
Effective. Targeted interventions for Foster Youth and students experiencing homelessness contributed to substantial reductions in suspension rates. Since the 2023 baseline, Foster Youth suspension rates declined from 23.8% to 17.1%, while Homeless student

suspension rates declined from 12.0% to 6.9%. Overall suspension rates improved from 5.2% to 3.4%. In addition, school connectedness survey results improved from 46.5% to 48% among students and from 65% to 70% among family members. These outcomes indicate that counseling services, mentoring, Child Welfare and Attendance support, trauma-informed practices, and cross-agency collaboration were effective because students experienced fewer exclusionary discipline events and increased access to supportive interventions.

Action 3.6 – Suspension Rate (Site Specific)
Effective. Site-specific suspension interventions contributed to districtwide reductions in suspension rates and improved outcomes for student groups identified for differentiated assistance. Overall suspension rates improved from 5.2% in 2023 to 3.4% in 2025. English Learners improved from 3.6% to 2.4%, Low-Income students improved from 5.8% to 3.6%, Students with Disabilities improved from 6.3% to 4.9%, African American students improved from 11.3% to 9.1%, Homeless students improved from 12.0% to 6.9%, and White students improved from 4.1% to 3.2%. Foster Youth also improved from 23.8% to 17.1%. These improvements indicate that PBIS implementation, restorative practices, culturally responsive interventions, and site-based behavior supports have been effective because fewer students experienced suspension and more students remained engaged in instructional settings.

Overall, Goal 3 actions have contributed to measurable improvements in family engagement, school connectedness, school safety perceptions, and student behavior. While disparities remain for Foster Youth, Homeless students, and African American students, the consistent improvement across multiple indicators demonstrates that the district's actions are producing positive outcomes and moving the district closer to achieving its goal of fostering safe, inclusive schools in partnership with the community.

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

Action Items
Action 3.2 Family Engagement is being modified for the 2026–27 school year based on updated needs assessment data, educational partner feedback, and ongoing analysis of student engagement and school climate indicators. Action 3.2 is being categorized as a contributing action item. Although family engagement systems and outreach efforts were successfully implemented during the prior year, district data showed that Foster Youth (FY) and Low-Income (LI) students continued to experience disproportionately high suspension and chronic absenteeism rates compared to the all-student group. In addition, less than half of students reported favorable perceptions of school climate and safety, indicating a continued need to strengthen student connectedness and family-school partnerships. As a result, the district refined this action to place a stronger emphasis on culturally responsive engagement practices, communication supports, and strategies that reduce barriers to participation for families of unduplicated students. Furthermore, additional focus was placed on increasing outreach capacity through interpreters, digital communication supports, and targeted family workshops designed to improve understanding of attendance, chronic absenteeism, and student support systems.

Action 3.3 Family Outreach Liaisons: The Increased or Improved Services section was revised to provide a clearer explanation of how two-way communication, access to resources, and family engagement support student attendance, connectedness, behavior, and overall student outcomes. No changes were made to the goal, metrics, action description, or target outcomes.

Action 3.4 Access to Technology is being modified to clarify that technology access must be both necessary and appropriate to support student learning, engagement, and well-being. Additional language was added in the description to specify maintaining a 1:1 device ratio.

This change was also updated in the Increase and Improved section with a rationale of why 1-to-1 is important for improving outcomes for unduplicated students.

Action 3.5 Suspension Rate Decrease for FY & Homeless was modified based on continued analysis of California Dashboard and local data showing that Foster Youth (FY) and Homeless (HO) students continue to experience disproportionately high suspension rates despite overall district improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Central USD will have 100% of facilities with an overall score of "Good or Exemplary" to meet all program needs including labs, classrooms, libraries, and fields.	$27,004,010.19	No
3.2	Family Engagement	Central USD will increase family engagement to promote student learning and decrease the suspension rate as reported by the CA Dashboard, by at least 1% annually. Staffing to support student and parent engagement at school: • Interpreters (2 FTE) • Digital Communications / Social Media staff • Contracts including but not limited to interpretation services and parent workshops • Fees associated with planning family engagement activities	$502,638.00	Yes
3.3	Family Outreach Liaisons	To support community engagement, Central will provide the following support: • Family Outreach Liaisons (Staffing, Mileage reimbursements) • Consultants, Contracts, Classes/Workshops for Staff & Community	$2,026,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Access to Technology	To support necessary and appropriate access to technology, Central will provide the following support: • Access to digital academic resources and technology (Chromebooks, hotspots, licenses, and software) and maintain a 1:1 device ratio • Staff, (instructional support coach, a Director of Instructional Technology, classified tech aides)	$1,986,250.00	Yes
3.5	Suspension Rate Decrease for FY & Homeless	Based on high suspension rates and the district level for Foster Youth (FY) and students experiencing homelessness (HO), as reported in the red indicator on the 2023 Dashboard, Central USD crafted a differentiated assistance action to decrease suspension rates for these student groups at the district level. The 2024 Dashboard indicates overall improvement; however, FY and HO students continue to experience higher rates of suspension compared to other student groups. The 2025 Dashboard maintains these gains; however, FY and HO students continue to experience higher rates of suspension compared to other student groups. Central will provide: • Personnel (Child Welfare & Attendance staffing, 1 Intervention specialist, 1 Supervisor Campus Culture, Supervisor CWA) • Personalized interventions/additional counseling services (extended time) • Academic Support (expanded academic counseling, high-dose tutoring, credit retrieval) • Training (including consultants, substitutes to provide release and planning time, professional learning for staff, conferences, and certification reimbursement if extended days are needed) • Materials to support FY and Homeless students.) Central USD will collaborate with the Fresno County Superintendent of Schools (FCSS) to analyze the dashboard and local data, aiming to understand the potential root causes contributing to high suspension rates among Foster Youth (FY) and Homeless students. The district will study site-based systems through a continuous improvement cycle and implement changes that improve student outcomes. This process will	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		include community partners in a needs assessment and implement improvement efforts designed to support positive student outcomes. This work involves administrators (site and district), psychologists, teachers, counselors, site psychologists, and county-level experts.		
3.6	Suspension Rate (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The Suspension Rate Indicator provides information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Four school sites in Central USD have been identified for required actions to decrease the suspension rate based on identified student groups qualifying in the red or very high measure on the 2023 CA Dashboard. Site-specific actions to decrease CA during the 2025-26 school year are noted below. Houghton-Kearney Elementary has qualified for the required action(s) addressing the suspension rate for white students. Actions include: • Implement PBIS by establishing clear behavioral standards and consistently rewarding positive behavior to prevent minor issues from escalating into suspensions. • Training in restorative practices, emphasizing accountability, empathy, and collaborative problem-solving to repair harm and rebuild connections instead of resorting to punitive measures. Roosevelt Elementary has qualified for the required action(s) addressing the suspension rate for white students. Actions include: • Implement PBIS by establishing clear behavioral standards and consistently rewarding positive behavior to prevent minor issues from escalating into suspensions. • Training in restorative practices, emphasizing accountability, empathy, and collaborative problem-solving to repair harm and rebuild connections instead of resorting to punitive measures. El Capitan Middle School has qualified for the required action(s) to address	$4,700.00	No

Action #	Title	Description	Total Funds	Contributing
		the suspension rate for all students, African American (AA), and white students. The Action includes: • El Capitan will utilize staff to support the attendance and behavior of all student groups, African-American and white students. • Support staff will assist students with self-reflection, building action plans, and repairing connections and relationships to increase engagement and improve time in class with highly qualified teachers. • To reduce suspension rates among African American middle school students, implement culturally responsive disciplinary practices that prioritize relationship-building, restorative justice approaches, and proactive interventions tailored to address the root causes of behavioral issues. Rio Vista Middle School has qualified for the required action(s) to address the suspension rate of African American (AA) students. The Action includes: • To decrease suspension rates for African American middle school students, adopt disciplinary strategies rooted in cultural responsiveness, emphasizing relationship-building, restorative justice methods, and proactive interventions targeting the underlying causes of behavioral challenges.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By spring 2027, CLASS will annually increase Math & ELA proficiency for all students, low-income (LI), and Hispanic (HI)students by at least 3 points below standard, as measured by CAASPP. CLASS aims to improve LI high school graduation rates by 3% annually and increase the proportion of all students, with a focus on low-income and Hispanic students, who are classified as "Prepared" on the College/Career Indicator by the same percentage. In addition, CLASS will decrease chronic absenteeism by 3% for all students, LI, and HI. CLASS will reduce chronic absenteeism for all students by 3% annually, and improve graduation rates by 3.4% annually as reported on the CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CLASS has been identified as eligible for Equity Multiplier (EM) funding for the 2026–27 school year based on its non-stability rate and the percentage of low-income students served. The LCFF Equity Multiplier provides targeted resources to eligible school sites to address persistent disparities in student outcomes. Analysis of the 2025 California School Dashboard, including Graduation Rate, Mathematics, College/Career Indicator (CCI), and Chronic Absenteeism data, along with input from educational partners and site leadership, demonstrates the continued need for focused support for Low-Income (LI) and Hispanic (HI) students at CLASS.

Dashboard data show that the All Students group, as well as LI and HI student groups, declined from the 2023 baseline in mathematics performance. Even in ELA where there has been improvements, especially for the LI and HI student groups, scores remain well below the levels needed to meet state standards, indicating continued unfinished learning and the need for expanded intervention, differentiated instruction, and academic support to improve student achievement

Chronic absenteeism also remains a significant concern, with more than 38% of students identified as chronically absent, including disproportionately high rates among LI and HI students, demonstrating the need for continued attendance monitoring, family outreach, and engagement interventions because consistent participation in instruction is necessary for academic progress and credit completion. Although College/Career Indicator outcomes improved in 2024, performance declined in 2025 to levels below the 2023 baseline, indicating that many students continue to lack access to or completion of college and career readiness pathways, including A–G coursework, dual enrollment, career exploration, and postsecondary planning opportunities. Graduation rates have improved significantly; however, they remain below the district average of over 90%, demonstrating continued equity gaps for historically underserved student groups. These data underscore the need for CLASS to continue implementing targeted, equity-focused strategies, including expanded academic intervention, culturally relevant

curriculum and instruction, attendance supports, credit recovery opportunities, and college and career readiness services because these actions are designed to increase student engagement, improve academic outcomes, and close longstanding achievement and opportunity gaps for LI and HI students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Math Performance Indicator	Data Year: 2023 Data Source: Dashboard All Students- 174.6 points below standard LI- 176.4 points below standard HI- 167.5 points below standard	Data Year: 2024 Data Source: Dashboard All Students- 163.2 points below standard LI- 167.8 points below standard HI- 146 points below standard	Data Year: 2025 Data Source: Dashboard All Students- 182.9 points below standard LI- 184.7 points below standard HI- 171.3 points below standard	Data Year: 2026 Data Source: Dashboard All Students- 171.4 points below standard LI- 67.4 points below standard HI- 158.5 points below standard	All Students: 8.3 point decline LI: 8.3 point decline HI: 3.8 point decline
4.2	ELA Performance Indicator	Data Year: 2023 Data Source: Dashboard All Students- 75.4 points below standard LI- 79 points below standard HI- 74points below standard	Data Year: 2024 Data Source: Dashboard All Students- 57.9 points below standard LI- 57 points below standard HI- 67.8 points below standard	Data Year: 2025 Data Source: Dashboard All Students- 71.9 points below standard LI- 69.1 points below standard HI- 58.7 points below standard	Data Year: 2026 Data Source: Dashboard All Students- 69.4points below standard LI- 70 points below standard HI- 65 points below standard	All Students: 3.5 point increase LI: 9.9 point increase HI: 15.3 point increase
4.3	CCI	Data Year: 2023 Data Source: Dashboard All Students- 1.7% LI- 1.8% Hispanic- 1.2%	Data Year: 2024 Data Source: Dashboard All Students- 3.3% LI- 3.5% Hispanic- 3.4%	Data Year: 2025 Data Source: Dashboard All Students- 1.5% LI- 0.8% Hispanic- 0%	Data Year: 2026 Data Source: Dashboard All Students- 9.2% LI- 9.8% HI- 9.2%	All Students: -0.2% LI: -1% HI: -1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Graduation Rate	NA	Data Year: 2024 Data Source: Dashboard All Students- 66.4% LI- 66% HI- 62.7%	Data Year: 2025 Data Source: Dashboard All Students- 73.9% LI- 72.9% HI- 73.6%	Data Year: 2026 Data Source: Dashboard All Students- 69% LI- 69% HI- 69%	All Students: +7.5% LI: +6.9% HI: +10.9%
4.5	Chronic Absenteeism	NA	Data Year: 2024 Data Source: Dashboard All Students- 46.7% LI- 46.3% HI- 43.8%	Data Year: 2025 Data Source: Dashboard All Students- 38.7% LI- 37% HI- 39.1%	Data Year: 2026 Data Source: Dashboard All Students- 40.7% LI- 40.3% HI- 37.8%	All Students: -8% LI: -9.3% HI: -4.7%

Goal Analysis [2025-26]

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

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

Full Implementation
Action 4.1 Academic Intervention – Math and ELA Proficiency progressed successfully and was fully implemented during the 2025–26 school year. Teaching Fellows provided targeted academic intervention and instructional support for all students, with an emphasis on Low-Income (LI) and Hispanic (HI) students. Independent Study teachers used collaborative release time to strengthen formative and summative assessments and improve identification of student learning gaps and intervention needs. Saturday school, intersession, and summer extended learning opportunities increased instructional access, credit recovery opportunities, and academic support for students needing additional assistance. Monthly Parent Nights and Town Hall meetings strengthened communication between families and school staff regarding academic progress, attendance, and graduation status.

Partial Implementation
Action 4.2 College Career Teacher and Library Media Technician also was partially implemented during the 2025–26 school year. The district was not able to find a full-time College & Career Teacher. Instead, existing staff members, including a certificated teacher, a counselor, and the vice principal provided services for students. The Library Media Technician supported literacy development by maintaining access to

reading resources and promoting literacy-centered learning opportunities to strengthen reading and writing skills. These supports increased student access to academic guidance, literacy support, and postsecondary planning opportunities aligned to the needs of LI and HI students.

Action 4.3 Dual Enrollment was partially implemented to supported efforts to improve college and career readiness, attendance, and student engagement for all students, particularly LI and HI students. Professional development, release time, substitute coverage, and teacher collaboration opportunities strengthened staff capacity to support college awareness and dual enrollment access. Expanded dual enrollment opportunities increased student access to college coursework and career exploration experiences, helping students connect academic progress to postsecondary goals. However, there were difficulties in getting students enrolled in dual enrollment programs.

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 Intervention - ELA & Math Proficiency was underspent despite being fully implemented because the cost for materials and supplies were often funded out of other categorical funds. Most of the remaining funds that was unspent from this action item were in materials and supplies.

Action 2- College Career Teacher-Librarian Media Technician was underspent because of the difficulty of finding a full-time staff for the College & Career Teacher. The counselor who was hired instead of the College & Career Teacher was mostly paid out of other funding sources.

Action 3 - Dual Enrollment was underspent as the site is continuing to develop the partnership with Fresno City College. The delay in full implementation was due to the need for more time than initially projected for planning and logistics, including course offerings and credit articulation, as well as other needs that ended up taking priority.

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

Action 1- Academic Intervention - ELA & Math Proficiency was partially effective based on student outcomes in both English Language Arts (ELA) and mathematics. This action was aligned with the 2023 Dashboard ELA Performance Indicator and Metric 4.2 (Math Performance Indicator). In ELA, students improved from the baseline year of 2023, although there was a decline from last year. Still, the all-student group, LI group, and Hispanic group all performed better. In math, however, despite significant improvements last year, students declined in their scores for this year, falling below baseline numbers. These gains suggest that the support provided by the Teaching Fellows and extended learning opportunities, while potentially impactful, needs to be targeted and more intentional for the specific needs for students. In the coming year, this approach can be further refined by strengthening alignment with core instruction and increasing opportunities for small-group, data-driven intervention. Extended day could also be used for teachers to discuss specific, targeted help rather than general help.

Action 2- College Career Teacher-Librarian Media Technician was only partially effective. Last year, the CCI increased from baseline results for the all-student group, LI group, and the Hispanic group. However, this past year, the results regressed to below baseline numbers. However, this decline is because graduation rates improved while students taking dual enrollment and college/career courses remained relatively stable. The work of our staff for College & Career primarily focused on helping student meet graduation requirements and planning for the future. Our steps for next year will focus on improving enrollment in college and career courses and activity as well.

Action 3 - Dual Enrollment was partially effective. Dual enrollment is being set up, albeit at a slower rate than initially planned. Our CCI declined; however, this result is the result of graduation rates improving while students taking dual enrollment and college/career courses remaining relatively stable. Our steps for next year will focus on improving the number of students in dual enrollment courses. However, chronic absenteeism, which was one of the metrics for this action, significantly declined, showing the effectiveness of our interventions to have students attend school.

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

Following the review of the Critical Needs Assessment with our Ed Partners, we are making the following adjustments to goals, metrics, target outcomes, and actions for the 2026–2027 school year.

Action 2- College Career Teacher-Librarian Media Technician will be modified to replace "teacher" with "counselor."

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Intervention- Math & ELA Proficiency	CLASS is committed to academic achievement for all students, including those who are struggling academically, especially LI and Hispanic students who need additional support. Based on the 2023 Dashboard, all students, LI, and Hispanic students were red in ELA and Math. When we examined the root causes of low performance in both areas for all students, LI, and Hispanic students, we found a common need among these student groups. There was a common need for targeted academic intervention to address learning and instructional gaps, ensuring all students, low-income (LI), and Hispanic students receive support to enhance their understanding and mastery of grade-level content and standards. By providing specialized assistance, we believe we will strengthen the overall academic performance and equity within ELA and math education at CLASS. CLASS will provide: Teaching Fellows to support the learning and instructional "gaps" to strengthen the depth and breadth of grade-level content and standards for all students, LI, and Hispanic students.	$146,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Extended day collaborative release time for Independent Study teachers to develop practical formative and summative assessments to strengthen and improve the diagnosis of students' strengths, learning gaps, and intervention needs as well as develop practical formative and summative assessments to enhance and improve the diagnosis of student's strengths, learning gaps, and intervention needs. Extended learning opportunities are hosted on Saturdays and during intercession and summer break. These sessions will include increased and augmented structure, availability, and opportunities for all 9th-12th-grade students to complete instructional modules, earn additional credits, and enhance their college readiness and graduation status. Monthly Parent Nights/Town Halls gatherings for parents and community members. Create and maintain platforms and strategies for consistent and welcoming communication between the school and our students and parents, and encourage improved two-way communication to support student academic needs. Extended learning opportunities are hosted on Saturdays and during intercession/summer break. These sessions will include increased and augmented structure, availability, and opportunities for all of our 9th-12th-grade students to complete instructional modules, earn additional credits, and improve their graduation status.		
4.2	College Career Counselor-Library Media Technician	To support improved graduation outcomes, address the areas of lowest performance on the 2023 Dashboard (red in graduation rate for low-income students), and increase postsecondary preparedness, CLASS will implement a multifaceted approach focused on college and career readiness and literacy development: College and Career Counselor: CLASS will provide a dedicated College and Career Counselor to offer ongoing information, guidance, and individualized support for all students, with a focused emphasis on Low-Income (LI) and Hispanic student groups. This role will be instrumental in helping students and their families explore, identify, and commit to college and/or career pathways well before graduation. By fostering early awareness and sustained engagement, the College and Career Counselor	$168,900.00	No

Action #	Title	Description	Total Funds	Contributing
		will contribute directly to improving graduation rates and increasing student motivation and preparedness for life beyond high school. The College Career Counselor will closely monitor all students' credit earning, pacing, and status, as well as graduation data and trends, monthly. This data will be used to improve student attendance, work completion, and credit earning, ultimately enhancing our graduation rates and college and career preparedness. Library Media Technician: The Library Media Technician will support students' literacy, reading, and writing development by maintaining a literacy-rich environment and promoting a learning-centered culture within the school library. This position will also help strengthen academic foundations, which are critical to both graduation success and long-term achievement. Together, these roles are designed to address barriers to graduation and postsecondary success by providing targeted support and equitable access to college and career opportunities, particularly for historically underserved student populations.		
4.3	Dual Enrollment	This action aims to address the very low performance of all students, as highlighted in the 2023 and 2024 Dashboards, with a focus on low-income and Hispanic students in college and career readiness, as well as those requiring additional support and improved attendance due to chronic absenteeism. When we examined the root causes of high chronic absenteeism and low college career readiness for all students, low-income, and Hispanic students, we found a common need among these student groups. We found that professional development for teachers focusing on college awareness, along with dedicated summer conferences and collaboration time, will enhance our teachers' ability to guide online students effectively toward college and career readiness. This continuous professional growth will ensure teachers are well-equipped to integrate college preparedness into their curriculum, offering students a well-rounded educational experience and further increasing their engagement and attendance.	$152,057.00	No

Action #	Title	Description	Total Funds	Contributing
		Develop a viable and effective program that provides our students with access to dual enrollment classes and programs, enhancing their career interests and exploration, while decreasing absenteeism and improving the CCI for CLASS. • Release time/substitutes • Professional Development • Planning/Collaboration time		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By spring 2027, Central Online Home School will have achieved a yearly improvement in Math proficiency of at least 3 points below the standard for all students, with a focus on students from low-income and Hispanic backgrounds, as assessed by the CAASPP. COHS plans to decrease the chronic absenteeism rate for all students, Hispanic students, and low-income students by at least 1% annually; increase graduation rates by at least 3%; and increase the College/Career Indicator (CCI), as reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

COHS has been identified as eligible for Equity Multiplier (EM) funding for the 2026–27 school year based on its non-stability rate and the percentage of low-income students served. Analysis of the 2025 California School Dashboard and local data demonstrates the continued need for Goal 5, which focuses on mathematics achievement, chronic absenteeism, graduation rates, and college and career readiness, particularly for Low-Income (LI) and Hispanic (HI) students. Mathematics performance remains the area of greatest need because, although all student groups demonstrated growth in 2025, performance levels remain significantly below the state standard, indicating continued unfinished learning and the need for sustained intervention, differentiated instruction, and individualized academic support to improve outcomes by at least three points annually. COHS also demonstrated substantial improvement in graduation rates, meeting the Year 3 target through focused implementation of credit recovery, student engagement strategies, individualized counseling, and postsecondary readiness supports; however, continued implementation of these practices remains necessary because these services increased students' access to graduation pathways and consistent academic monitoring that contributed to improved completion rates. Chronic absenteeism rates also declined and met the Year 3 target, yet persistent equity gaps between the All Students group and student subgroups indicate that some students continue to experience barriers to consistent engagement and participation in online learning, requiring continued attendance monitoring, outreach, and case management supports to strengthen student connection and instructional continuity. Additionally, College/Career Indicator (CCI) outcomes improved significantly from 3.1% in 2023, to 13.8% in 2024, to 37% in 2025; however, the majority of students at COHS are still not college and career prepared, demonstrating the need to continue expanding postsecondary readiness supports, career exploration opportunities, and individualized planning services. While Goal 5 will place a stronger emphasis on improving mathematics achievement, sustained attention to graduation rates, chronic absenteeism, and college and career readiness remains necessary to maintain progress and improve long-term outcomes for LI and HI students at COHS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Math Performance Indicator	Data Year: 2023 Data Source: CA Dashboard All- 134.1 points below standard LI- 131.1 points below standard Hispanic (HI)- 167.5 points below standard	Data Year: 2024 Data Source: CA Dashboard All- 100.7 points below standard LI- 115.9 points below standard HI- 99.9 points below standard	Data Year: 2025 Data Source: CA Dashboard All- 55.9 points below standard SED- 59 points below standard HI- 63.6 points below standard	Data Year: 2026 Data Source: CA Dashboard All- 50.0 points below standard LI- 22.1 points below standard HI- 57.5 points below standard	All: 78.2 point improvement LI: 72.1 point improvement HI: 103.9 point improvement
5.2	CCI	Data Year: 2023 Data Source: CA Dashboard All- 3.1%	Data Year: 2024 Data Source: CA Dashboard All- 13.8%	Data Year: 2025 Data Source: CA Dashboard All- 37%	Data Year: 2026 Data Source: CA Dashboard All- 21.1%	All: 33.9%
5.3	Graduation Rate	NA	Data Year: 2024 Data Source: CA Dashboard All- 86.2% LI- 87.5% HI- * Fewer than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: CA Dashboard All- 96.3% LI- 95.8% HI- 100% Fewer than 11 students - data not displayed for privacy	Data Year: 2026 Data Source: CA Dashboard All- 90.5% LI- 90.5% HI- 90.5%	All: +10.1% LI: +8.3% HI: N/A
5.4	Chronic Absenteeism	NA	Data Year: 2024 Data Source: CA Dashboard All- 19.3% LI- 22.3% HI- 20.5	Data Year: 2025 Data Source: CA Dashboard All- 14.3% LI- 16.9% HI- 15.6%	Data Year: 2026 Data Source: CA Dashboard All- 17.3% LI- 20.3% HI- 18.5%	All: -5.0% LI: -5.4% HI: -4.9%

Goal Analysis [2025-26]

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

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

Goal 5 implementation continued as planned with some adjustments.

Full Implementation
Action 5.2 – Extended Day Services – Math: COHS implemented extended day and small-group academic support services for students needing additional assistance in math and ELA. Services included additional instructional support, intervention opportunities, and student engagement assistance beyond the regular instructional schedule.

Action 5.4 – Extended Day Services – CCI: COHS implemented extended day supports focused on graduation progress, course completion monitoring, individualized academic assistance, and college and career planning. Services included Teaching Fellows support, counseling assistance, and supplemental student support services.

Action 5.6 – College and Career Awareness: COHS implemented college and career awareness opportunities for students and families during the year. Activities included postsecondary awareness experiences and related supports intended to increase exposure to college and career pathways.

Action 5.7 – Family Outreach Liaison: COHS implemented the Home School Liaison position to support attendance outreach, family communication, parent conferences, and student re-engagement efforts. The liaison provided ongoing communication and outreach support for students and families participating in the online instructional program.

Partial Implementation
Action 5.1 – Professional Development, Supplemental Programs, and Collaboration – Math: COHS partially implemented professional development, collaboration opportunities, and supplemental instructional supports related to math instruction during the year. Implementation was adjusted throughout the year because the operational needs of the online instructional program required greater emphasis on direct student intervention, attendance support, and instructional access.

Action 5.3 – Professional Development and Collaboration – CCI: Implementation of professional development and collaboration activities related to college and career readiness was limited during the year. Program implementation shifted toward direct student support, graduation monitoring, attendance intervention, and individualized engagement services within the online learning environment. The site also utilized district-provided professional development, which proved more cost-effective and supported ongoing capacity-building toward CCI goals.

Action 5.5 – CTE/Dual Enrollment: COHS partially implemented college and career readiness supports connected to dual enrollment, career exploration, and online academic support opportunities. Implementation was narrower than originally anticipated because the online instructional program required greater focus on student access, intervention, and engagement supports.

Action 5.8 – Technology: COHS partially implemented technology supports for students participating in the online instructional program. During implementation, COHS identified the need for greater access to reliable Chromebooks, instructional technology, and related devices necessary for students to participate in Zoom instruction, complete online coursework, access assessments, and engage consistently in learning.

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

Action 5.1 – Professional Development, Supplemental Programs, and Collaboration – Math: This action was greatly underspent because planned professional development, conferences, and supplemental instructional supports were not fully implemented during the year. As implementation progressed, COHS prioritized direct student intervention, attendance support, and instructional access needs within the online instructional program, resulting in lower actual expenditures than originally budgeted. Additionally, many professional development activities were provided through district-level trainings and funded through other categorical funding sources, including expiring one-time funds.

Action 5.2 – Extended Day Services – Math: This action was underspent because portions of the extended day intervention services were funded through other categorical funding sources during the year.

Action 5.3 – Professional Development and Collaboration – CCI: This action appears to have no expenditures despite partial implementation because COHS shifted implementation priorities toward direct student engagement, graduation monitoring, attendance intervention, and individualized student support services. Additionally, college and career readiness trainings were provided through district-level professional development opportunities and funded through other categorical funding sources, including expiring one-time funds.

Action 5.5 – CTE/Dual Enrollment: This action was heavily underspent because implementation of CTE and dual enrollment supports was more limited than originally planned. Both the site and district had new administrative staff and leadership structures, leading to changes in priorities. COHS determined that the operational needs of the online instructional model required greater emphasis on student engagement, intervention, attendance, graduation monitoring, and instructional access supports during the year.

Action 5.6 – College and Career Awareness: This action was underspent because large portions of the college and career awareness activities were funded through other categorical funding sources during the year.

Action 5.7 – Family Outreach Liaison: This action was underspent because implementation costs for the Home School Liaison position and related outreach services were lower than originally anticipated and were also supported through categorical funding sources at both the site and district levels. COHS continued to provide attendance outreach, family communication, and student re-engagement support throughout the year.

Action 5.8 – Technology: This action was underspent because the original technology allocation and device descriptions did not fully align with the needs of the COHS online instructional program. During implementation, COHS identified a greater need for reliable Chromebooks rather than iPads, along with instructional technology and related devices necessary for students to participate consistently in Zoom

instruction, complete online coursework, access assessments, and remain engaged in daily learning. COHS plans to prioritize Chromebook purchases in future implementation years.

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

The effectiveness of the implemented actions in Central Unified's Goal 5 was limited by the changing needs of the students and staff.

Action 5.1 – Professional Development, Supplemental Programs, and Collaboration – Math: This action was partially effective in supporting math instruction through supplemental instructional supports and collaboration opportunities. However, implementation was more limited than originally planned because COHS prioritized direct intervention, attendance support, and instructional access needs within the online instructional program during the year.

Action 5.2 – Extended Day Services – Math: This action was effective. COHS implemented extended day and intervention supports for students needing additional academic assistance in math. These services supported individualized intervention and academic monitoring for students participating in the online instructional program. Math scores have continued to increase year-over-year.

Action 5.3 – Professional Development and Collaboration – CCI: This action was partially effective. Only some college and career readiness support activities were implemented through district-level trainings and collaboration opportunities. During the year, COHS prioritized direct student engagement, graduation monitoring, attendance intervention, and individualized student support services. Teachers and staff are more aware of graduation requirements and the ways they can assist students towards graduating.

Action 5.4 – Extended Day Services – CCI: This action was effective because COHS implemented graduation monitoring, individualized academic assistance, college and career planning support, and supplemental student services throughout the year. These supports increased student access to graduation pathway assistance and postsecondary planning opportunities because students received ongoing monitoring and individualized support. Graduation rate continues to increase year-over-year.

Action 5.5 – CTE/Dual Enrollment: This action was partially effective. Despite the expansion of dual enrollment and CTE options at COHS and increase in the CCI, implementation remained narrower than originally planned because operational priorities within the online instructional program required greater emphasis on intervention, attendance, and student engagement supports. Our goal is to focus on further expansion in the next year.

Action 5.6 – College and Career Awareness: This action was effective because COHS provided college and career awareness opportunities that increased student and family exposure to postsecondary options. These experiences supported student motivation and postsecondary planning because students received additional information about college and career pathways. Graduation rate and CCI continues to increase year-over-year.

Action 5.7 – Family Outreach Liaison: This action was effective because the Home School Liaison position strengthened attendance outreach, family communication, and student re-engagement efforts throughout the year. These supports improved student connection to instruction because families received ongoing communication and individualized support to address barriers to participation in the online instructional program. Chronic absenteeism dropped and attendance rates went up.

Action 5.8 – Technology: This action was partially effective because COHS continued to provide technology support for students participating in the online instructional program. During implementation, COHS identified that reliable Chromebooks and instructional technology are critical because students depend on consistent device access to participate in Zoom instruction, complete online coursework, access assessments, and remain engaged in daily learning.

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

These are the changes for the upcoming school year.

Goal Statement: The goal statement was changed to explicitly include a College/Career Indicator (CCI) target.

Metric 5.1 – Target for Year 3 for All Students and Hispanic Students was adjusted to better reflect where students are currently performing since students have already reached and exceeded the original Year 3 target.

Action 5.1 – Professional Development, Supplemental Programs, and Collaboration – Math: Based on reflections from prior implementation and Ed Partner feedback, COHS revised the language in this action to better align with the instructional and operational needs of the online instructional program. Changes include expanding the action beyond conferences and consultant services to include academic counseling support, instructional subscriptions, online learning resources, and supplemental instructional programs that more directly support math instruction, intervention, and student engagement.

Action 5.2 – Extended Day Services – Math: COHS revised this action to expand intervention opportunities and better reflect the range of academic supports provided within the online instructional model. Changes include adding Saturday and intersession support, Home School Liaison support, classified staff support, instructional supplies, and engagement materials to strengthen intervention, attendance, and individualized student assistance.

Action 5.3 – Professional Development and Collaboration – CCI: Based on prior implementation and Ed Partner feedback, COHS revised this action to better align college and career readiness support with the needs of online students. Changes include replacing summer conference language with broader conference and collaboration opportunities and adding graduation support and College Board training to strengthen staff capacity to support postsecondary readiness and graduation planning.

Action 5.4 – Extended Day Services – CCI: COHS revised this action to better reflect the direct student support services implemented during the year. Changes include expanding the action to include graduation progress monitoring, course completion review, individualized academic assistance, Teaching Fellows support, contracted services, and professional consulting to strengthen graduation and college/career readiness supports.

Action 5.5 – CTE/Dual Enrollment: Based on reflections from prior implementation, COHS revised this action to better align with the operational needs of the online instructional program and student engagement priorities. Changes include expanding the action beyond

traditional CTE pathway support to include career exploration, online tutoring, instructional technology, supplemental materials, and equipment necessary for students to access career-connected learning and academic support opportunities.

Action 5.6 – College and Career Awareness: COHS revised this action to broaden college and career awareness opportunities available to students and families. Changes include expanding the action beyond college tours to include career-connected field trips, transportation, and related materials intended to strengthen postsecondary awareness and support student graduation motivation.

Action 5.7 – Family Outreach Liaison: Based on implementation experience and Ed Partner feedback, COHS revised this action to better define the responsibilities of the Home School Liaison position within the online instructional program. Changes include emphasizing attendance improvement, student engagement, parent conferences, outreach, re-engagement support, and strengthened two-way communication with families to address chronic absenteeism and student participation barriers.

Action 5.8 – Technology: COHS revised this action to better align technology purchases with the instructional needs of an online learning environment. Changes include replacing the focus on iPads with Chromebooks, carts, accessories, and related instructional technology necessary for students to access Zoom instruction, complete coursework, participate in assessments, and remain consistently engaged in daily learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development, Supplemental Programs & Collaboration- Math	Provide professional development, collaboration, supplemental instructional programs, and materials to support math instruction. • Conferences • Teacher collaboration and planning time (release time, summer time) • Academic counseling support • Instructional subscriptions & online learning resources	$30,000.00	No
5.2	Extended Day Services-Math	When we examined the root causes of Math for all students, SED, and Hispanic students based on the 2023 CA Dashboard, we found a common need among these student groups. The common need revolves around targeted academic support that addresses both content comprehension and the development of foundational math skills.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide extra help, extended day, Saturday, intersession, and small-group academic support for students needing additional help in math. Services will include certificated and classified staff, Home School Liaison support, instructional supplies, and materials to support intervention and engagement.		
5.3	Professional Development & Collaboration- CCI	This action will address the very low performance of all students, on the 2023 CA Dashboard, in college and career readiness. We examined the root causes of the low performance. We found that professional development for teachers focusing on college awareness, along with dedicated conferences and collaboration time, will enhance our teachers' ability to guide online students effectively toward college and career readiness. This continuous professional growth will ensure teachers are well-equipped to integrate college preparedness into their curriculum, offering students a well-rounded educational experience. Professional Development for Teachers (College Awareness) • Conferences • Teacher collaboration and planning time (release time, summer time) • Graduation support • College Board training	$12,000.00	No
5.4	Extended Day Services-CCI	Provide extended day and supplemental student support to monitor graduation progress, review course completion, support college and career planning, and provide individualized academic assistance. This may include Teaching Fellows, contracted services, professional consulting, and other student support services.	$12,000.00	No
5.5	CTE/Dual Enrollment	Support college and career readiness through dual enrollment opportunities, career exploration, online tutoring, instructional technology, supplemental materials, and equipment to access career-connected learning and academic support.	$102,112.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	College & Career Awareness	Provide college and career awareness opportunities for students and families, including college visits, career-connected field trips, transportation, and related materials that build awareness of post-secondary options and support graduation motivation.	$32,219.00	No
5.7	Family Outreach Liaison	Provide a Home School Liaison position to improve attendance, increase student engagement, strengthen two-way communication with families, support parent conferences, conduct outreach, and assist with re-engagement. This will reduce chronic absenteeism and address the area of lowest performance for all students; including SWD.	$49,783.00	No
5.8	Technology	Provide student technology and devices appropriate for an online instructional program, including Chromebooks, carts, accessories, and related technology needed for students to access daily instruction, complete coursework, participate in Zoom sessions, complete assessments, and remain engaged in learning.	$19,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By spring 2027, Pathway Community Day School will increase Math & ELA proficiency as measured by distance from standard by the CAASPP tests.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Pathway CDS is identified as eligible for Equity Multiplier funding for the 26-27 school year. The LCFF Equity Multiplier (EM) is a new funding program that commenced with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. Based on the ELA and Math performance on CAASPP, the district teamed with site leadership and educational partners to analyze assessment data in pursuit of the root causes for low performance. The site will implement targeted SEL pull-out lessons to build student relationships, improve attendance, and reduce suspensions. Additionally, teachers will receiving time for training to strengthen alternative education practices through collaboration and professional learning. Based on the analysis referenced above, which noted low achievement in math and ELA among students, Pathway CDS will implement the actions outlined below to improve ELA and Math performance for all students. It is also of note that 100% of carryover from the previous school year will be spent in support of these identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA Indicator	Data Year: 2023 Data Source: CA Dashboard -116.3 average distance from the minimum level 3 cut point for students who took the Smarter Balanced ELA Assessment	Data Year: 2024 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	Data Year: 2026 Data Source: CA Dashboard -107.3 average distance from the minimum level 3 cut point for students who took the Smarter	Not comparable due to low enrollment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Balanced ELA Assessment	
6.2	Math Indicator	Data Year: 2023 Data Source: CA Dashboard -197.6 average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment	Data Year: 2024 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	Data Year: 2026 Data Source: CA Dashboard -188.6-average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment	Not comparable due to low enrollment.
6.3	Suspension Rate	Data Year: 2025 (will be the new baseline) Data Source: CA Dashboard 51.7%	N/A	Data Year: 2025 Data Source: CA Dashboard 51.7%	Data Year: 2026 (will be the new baseline) Data Source: CA Dashboard 40%	2025-26 is the new baseline.
6.4	Attendance Rate (current year)	Data Year: 2025-26 (will be the new baseline) Data Source: Aeries (local) 60%	N/A	Data Year: 2025-26 Data Source: Aeries (local) 60%	Data Year: 2026-27 Data Source: Aeries (local) 70%	2025-26 is the new baseline.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Pathway CDS continued implementation of its key initiatives to support the academic and behavioral needs of its newly enrolled students. These efforts focused on improving engagement, supporting student growth, and ensuring equitable services, especially for English Learners, Foster Youth, and Low-Income students, in keeping with the goals of the Equity Multiplier.

Action 6.1 SEL/Behavior Support continued to offer pull-out SEL lessons and one-on-one teacher support to help students build relationships, attend school more consistently, and reduce suspensions. This action was fully implemented.

Action 6.2 College Career/Graduation continued monthly visits to colleges and trade schools to introduce students to a range of post-secondary options. This action was not implemented. At Pathway CDS, there was a greater priority to focus on student engagement, boost attendance, and reduce disciplinary incidents and consequently, greater effort was placed on on-campus engagement activities than field trips.

Action 6.3 Professional Development continued to provide teachers with the opportunity to attend CCEA conferences and visit model schools, thereby strengthening their ELA and Math instruction through the use of proven strategies. This action was partially implemented. While teachers had the opportunity to engage in professional development, these professional development opportunities were often district-led trainings for all district staff.

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

A review of material differences between planned and actual expenditures for the 2025–26 school year is listed below.

Action 6.1 SEL/Behavior Support: This was slightly underspent ($21,166.15 spent from an original allocation of $27.595). There was greater focus on SEL practices and behavior support school-wide. However, much of this ended up taking place during class time, requiring less extra time for staff.

Action 6.2 College Career/Graduation: None of the initial allocation of $14,404 was spent and this action was not implemented. This year, there was a greater priority to focus on student engagement, boost attendance, and reduce disciplinary incidents and consequently, greater effort was placed on on-campus engagement activities than field trips.

Action 6.3 Professional Development: Full allocation of $8000 remained unspent. This is because professional development opportunities were district-led trainings that were paid through district funds. The few professional opportunities that were exclusive to the site were paid for by other categorical funds.

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

It is difficult to determine the overall effectiveness of these actions due to the school's small student population and limited availability of state-reported outcome data compared to a comprehensive school site. As a result, the effectiveness analysis relies on implementation evidence and available local data.

Action 6.1, SEL/Behavior Support, was partially effective in advancing the goal through the continued implementation of pull-out social-emotional learning lessons and individualized teacher support. These services were designed to address barriers to school engagement by helping students build positive relationships, strengthen self-regulation skills, improve attendance, and address disciplinary incidents. Over the past two years, local data shows that attendance has improved. However, disciplinary incidents have also increased, showing that more work needs to be done in this area. The school will continue to monitor attendance, suspension, and engagement outcomes. Pathway CDS will have an independent site next year (Pathway currently shares a campus with Pershing Continuation HS), and the hope is that staff will be able to full focus on SEL and behavior support for Pathways CDS students.

Action 6.2, College Career/Graduation, was not implemented and therefore its effectiveness cannot be assessed.

Action 6.3, Professional Development, was partially effective. Teachers participated in professional learning opportunities throughout the year, primarily through districtwide trainings. These trainings provided staff with instructional strategies intended to strengthen English Language Arts and Mathematics instruction. However, because site-specific professional development opportunities were more limited than originally planned, implementation did not fully align with the original design of the action. As a result, the action provided some benefit to instructional practice, but the impact was less direct than originally anticipated.

Academic outcome data remains limited due to the school's small student population. In 2023, students were performing an average of 116.3 points below the Level 3 standard in English Language Arts and 197.6 points below the Level 3 standard in Mathematics on the Smarter Balanced Assessments, indicating significant academic needs. In 2025, assessment results were not reported on the California Dashboard because fewer than 11 students were tested. As a result, the effectiveness of these actions on academic achievement cannot yet be determined using Dashboard academic indicators. The school will continue to monitor local academic measures, student engagement data, graduation progress, and postsecondary readiness indicators to evaluate the long-term impact of these actions.

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

Goal
Language in the goal description was amended to better align with CA dashboard metrics. Instead of measuring % proficiency, the goal language now uses distance from standard.

Metrics
Because ELA and mathematics results are not displayed on the Dashboard due to low enrollment, Pathway CDS will add attendance rate and suspension rate as local measures to monitor student engagement and school climate. Attendance and discipline are appropriate supplemental measures because they provide measurable evidence of whether students are regularly accessing instruction and experiencing fewer interruptions to learning. These engagement conditions are expected to strengthen academic outcomes because

improved attendance increases instructional time, while reduced suspensions decrease lost learning time and support a more connected school environment.

Actions
Action 6.1 SEL/Behavior Support - Based on reflections on past practice, Action 6.1 was to expand the personnel providing social-emotional learning (SEL) and behavioral supports from teachers only to include substitutes, counselors, and other certificated staff. This change was made to increase students' access to relationship-based interventions and ensure consistent support throughout the school year.

Action 6.2 College Career/Graduation - Based on reflections on prior practice, Action 6.2 was revised from monthly field trips to colleges and trade schools to a broader action that includes academics and greater focus on graduation, including a new title College, Career, and Academic Readiness. The revised action expands opportunities for students to engage in college and career exploration while also supporting academic achievement in mathematics and English language arts and promoting on-time graduation. This change was made to better align services with identified needs related to academic proficiency, postsecondary readiness, and graduation outcomes.

Action 6.3 Professional Development: Based on reflections on prior practice, Action 6.3 was revised to expand professional development opportunities beyond attendance at CCEA conferences and model school visits. The action now includes a broader range of training focused on evidence-based instructional practices in mathematics and English language arts, positive behavior supports, student engagement, relationship-building strategies, and school climate. This change was made to better align professional learning opportunities with identified student needs related to academic achievement, attendance, and behavior outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	SEL/Behavior Support	Substitutes, teachers, counselors, and other staff will provide targeted SEL lessons, check-ins, mentoring, and relationship-building supports. Funds will also be used to pay for liaison who will assist in interventions. These services are designed to strengthen students' connection to school, increase engagement, and address barriers to attendance. By providing consistent adult support and opportunities to develop social-emotional skills, Central USD and Pathways CDS aim to improve attendance and reduce suspensions because students who feel connected to their school community are more likely to attend regularly, remain engaged in learning, and benefit from increased instructional time that supports growth in mathematics and English language arts.	$29,293.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	College, Career, and Academic Readiness	Provide students with college and career readiness opportunities, including field trips to colleges, universities, trade schools, and career training programs, as well as activities that support academic achievement in mathematics and English language arts. Services may include career exploration, postsecondary planning, academic enrichment, guest speakers, mentoring, and individualized graduation planning to increase student engagement, academic proficiency, college and career readiness, and graduation rates.	$14,404.00	No
6.3	Professional Development	Provide professional development and training opportunities for teachers, counselors, administrators, and other staff focused on evidence-based instructional practices in mathematics and English language arts, positive behavior supports, student engagement, relationship-building strategies, and school climate. Training may include workshops, conferences, coaching, collaborative learning opportunities, and site visits to support continuous improvement in academic achievement, attendance, and student behavior outcomes.	$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By spring 2027, Pathway Elementary School will increase Math & ELA proficiency as measured by distance from standard by the CAASPP tests.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Pathway Elementary is identified as eligible for Equity Multiplier funding for the 26-27 school year. The LCFF Equity Multiplier (EM) is a new funding program that commences with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. Based on the ELA and Math performance on CAASPP, the district collaborated with site leadership and educational partners to conduct a comprehensive needs analysis, incorporating community input and assessment data, to identify the root causes of low performance. At the time of the 2025 Dashboard reporting, Pathway Elementary had no enrollment or demographic data represented on the Dashboard. Based on the needs analysis and input from educational partners, Pathway CDS will implement the strategies below to improve ELA and Math performance for all students enrolled during the regular school year (SY). This will be accomplished by adding additional SEL support, adding engagement activities, and adding professional learning for staff to promote best first instruction in ELA and Math. It is also of note that 100% of carryover from the previous school year will be spent in support of these identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	ELA Performance	2023-24 SY-as students enroll, academic goals will be set to attain grade-level proficiency in ELA	Data Year: 2024 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	2026 SY-as students enroll, academic goals will be set to attain grade-level proficiency in ELA	Not comparable due to low enrollment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.2	Math Performance	2023-24 SY-as students enroll, academic goals will be set to attain grade-level proficiency in Math	Data Year: 2024 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	Data Year: 2025 Data Source: CA Dashboard *Less than 11 students - data not displayed for privacy	2026 SY-as students enroll, academic goals will be set to attain grade-level proficiency in Math	Not comparable due to low enrollment.
7.3	Suspension Rate	Data Year: 2025 (will be the new baseline) Data Source: CA Dashboard 72.7%	NA	Data Year: 2025 (will be the new baseline) Data Source: CA Dashboard 72.7%	Data Year: 2026 Data Source: CA Dashboard 65%	25-26 is the new baseline.
7.4	Attendance Rate (current year)	Data Year: 2025-26 (will be the new baseline) Data Source: Aeries (local) 79.7%	NA	Data Year: 2025-26 (will be the new baseline) Data Source: Aeries (local) 79.7%	Data Year: 2026-27 Data Source: Aeries (local) 85%	25-26 is the new baseline.
7.5	STAR ELA	Data Year: 2025-26 (will be the new baseline) Data Source: Clever / STAR Percentile Rank Average: 22.5	NA	Data Year: 2025-26 (will be the new baseline) Data Source: Clever / STAR Percentile Rank Average: 22.5	Data Year: 2026-27 Data Source: Clever / STAR Percentile Rank Average: 25	25-26 is the new baseline.
7.6	iReady Math	Data Year: 2025-26 (will be the new baseline) Data Source: Clever / iReady Percentile Rank Average: 24.7	NA	Data Year: 2025-26 (will be the new baseline) Data Source: Clever / iReady Percentile Rank Average: 24.7	Data Year: 2026-27 Data Source: Clever / iReady Percentile Rank Average: 27	25-26 is the new baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

In the 2025–26 school year, Pathway Elementary continued implementation of three Equity Multiplier-funded actions designed to support student academic and behavioral outcomes, with a focus on English Learners, Foster Youth, and Low-Income students.

Action 7.1 SEL/Behavior Support focused on providing social-emotional learning (SEL) lessons and individualized support to strengthen student relationships, school connectedness, and engagement. This action was fully implemented.

Action 7.2 Professional Development aimed to strengthen instructional practices through professional learning opportunities. While staff participated in professional development activities, implementation was partial because most training opportunities were districtwide rather than specific to the planned conference-based learning experiences.

Action 7.3 Engagement Activities focused on structured recess and engagement opportunities designed to promote positive peer interactions and reinforce SEL skills. This action was partially implemented. Although engagement activities were supported through district and categorical funding sources, delays in obtaining approval for certain equipment limited full implementation.

Implementation of these actions was also affected by lower-than-anticipated enrollment. Student enrollment occurred later than expected and remained very small throughout the year. With a limited number of students, it was not feasible to fully implement some planned schoolwide activities as originally designed. Despite these challenges, Pathway Elementary continued to provide targeted supports and services to meet the academic, behavioral, and engagement needs of enrolled students.

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

Action 7.1 SEL/Behavior Support: $27,596 was budgeted and $34,004.08 was expended. Actual expenditures exceeded the budgeted amount because additional SEL and behavior support services were provided to address the specific needs of students enrolled at Pathway Elementary.

Action 7.2 Professional Development: $4,300 was budgeted and no expenditures were incurred despite partial implementation. Planned professional development was primarily provided through district-funded training opportunities. Also, any site-specific professional development activities were funded through other categorical funding sources.

Action 7.3 Engagement Activities: $18,104 was budgeted and no expenditures were incurred. While engagement activities were partially implemented through district and categorical funding sources, delays in approval and procurement of planned equipment prevented expenditures from occurring during the year. The district and Pathway Elementary School intends to continue this action and utilize the allocated funds in the coming year.

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

Action 7.1 SEL/Behavior Support: Due to the significantly low enrollment at Pathway Elementary during the 2025–26 school year, there is insufficient data to determine the effectiveness of Action 7.1. Although SEL and behavior supports were provided to enrolled students, enrollment remained very limited. As a result, there were not enough participating students or sufficient implementation time to generate meaningful evidence of impact on attendance, suspension rates, or other intended outcomes.

Action 7.2 Professional Development: Due to the significantly low enrollment at Pathway Elementary during the 2025–26 school year, there is insufficient data to determine the effectiveness of Action 7.2. While staff participated in professional development opportunities, the small number of enrolled students and limited implementation period make it difficult to assess whether these efforts resulted in measurable improvements in student outcomes. Additional implementation time and student participation are needed to evaluate the impact of this action.

Action 7.3 – Engagement Activities: Due to the significantly low enrollment at Pathway Elementary during the 2025–26 school year, there is insufficient data to determine the effectiveness of Action 7.3. Planned engagement activities were only partially implemented, and the school's small student population limited opportunities to assess their impact. As a result, there is not enough evidence to determine whether the action contributed to improvements in attendance, behavior, or student engagement outcomes.

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

Goal
Language in the goal description was amended to better align with CA dashboard metrics. Instead of measuring % proficiency, the goal language now uses distance from standard.

Metrics
Because ELA and mathematics results are not displayed on the Dashboard due to low enrollment, Pathway CDS will add attendance rate and suspension rate as local measures to monitor student engagement and school climate. These metrics are Metrics 7.3 Suspension Rate and 7.4 Attendance Rate (current year). Attendance and discipline are appropriate supplemental measures because they provide measurable evidence of whether students are regularly accessing instruction and experiencing fewer interruptions to learning. These engagement conditions are expected to strengthen academic outcomes because improved attendance increases instructional time, while reduced suspensions decrease lost learning time and support a more connected school environment. Local measures for STAR (ELA) and iReady (Math) were also added as 7.5 and 7.6 to show measurable progress in academic outcomes.

Actions

Action 7.1 SEL/Behavior Support - Based on reflections on past practice, Action 7.1 was to expand the personnel providing social-emotional learning (SEL) and behavioral supports from teachers only to include substitutes, counselors, and other certificated staff. This change was made to increase students' access to relationship-based interventions and ensure consistent support throughout the school year.

Action 7.2 Professional Development: Based on reflections on prior practice, Action 7.3 was revised to expand professional development opportunities beyond attendance at Brain conference. The action now includes a broader range of training focused on evidence-based instructional practices in mathematics and English language arts, positive behavior supports, student engagement, relationship-building strategies, and school climate. This change was made to better align professional learning opportunities with identified student needs related to academic achievement, attendance, and behavior outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	SEL/Behavior Support	Substitutes, teachers, counselors, and other staff will provide targeted SEL lessons, check-ins, mentoring, and relationship-building supports. Funds will also be used to pay for liaison who will assist in interventions. These services are designed to strengthen students' connection to school, increase engagement, and address barriers to attendance. By providing consistent adult support and opportunities to develop social-emotional skills, Central USD and Pathways CDS aim to improve attendance and reduce suspensions because students who feel connected to their school community are more likely to attend regularly, remain engaged in learning, and benefit from increased instructional time that supports growth in mathematics and English language arts.	$29,293.00	No
7.2	Professional Development	Provide professional development and training opportunities for teachers, counselors, administrators, and other staff focused on evidence-based instructional practices in mathematics and English language arts, positive behavior supports, student engagement, relationship-building strategies, and school climate. Training may include workshops, conferences, coaching, collaborative learning opportunities, and site visits to support continuous improvement in academic achievement, attendance, and student behavior outcomes.	$4,300.00	No

Action #	Title	Description	Total Funds	Contributing
7.3	Engagement Activities	Materials & supplies to provide structured learning activities during recess.	$18,104.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By spring 2027, Pershing Continuation High School will annually increase the proportion of high school graduates classified as "Prepared" on the College/Career Indicator by 3%, focusing on all students including LI & Hispanic, as reported by the CA Dashboard. Pershing will annually reduce the suspension rate by 3% for all students specifically, LI, African American, and Hispanic students, as measured by the CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Pershing Continuation High School addresses a critical need, as evidenced by the disproportionately high suspension rates and exceptionally low College/Career Indicator (CCI) performance reported on the California Dashboard. In 2023, the suspension rate for all students was 31.5%, with similarly high rates for LI (33.1%), African American (32.8%), and Hispanic (31.7%) students—significantly above state and county averages. The rates decreased for every student group in 2025. However, the subgroup suspension rates still remain significantly elevated compared to the All-Student group. These figures reflect a need for targeted behavior supports and culturally responsive interventions. In parallel, the CCI data revealed that only 1.6% of all students were considered "Prepared" in 2023, dropping to 0% in 2025, underscoring an urgent gap in postsecondary readiness. By setting clear annual targets for reducing suspensions by 3% and increasing CCI preparedness by 3% through 2027, this goal directly responds to these disparities. It aligns with the school's commitment to equity, student success, and whole-child support. It is also of note that 100% of carryover from the previous school year will be spent in support of these identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Suspension Rate	Data Year: 2023 Data Source: CA Dashboard All- 31.5% LI:- 33.1% AA- 32.8%	Data Year: 2024 Data Source: CA Dashboard All- 33.3% LI- 35 % AA- 24 %	Data Year: 2025 Data Source: CA Dashboard All- 22.6% LI 21.9% AA- 22.7%	Data Year: 2026 Data Source: CA Dashboard All- 22.5% LI- 24.1% AA- 23.8%	All: 8.9% improvement LI: 11.2% improvement AA: 10.1% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 31.7% *Less than 11 students - data not displayed for privacy	Hispanic- 36.3%	Hispanic- 24.3%	Hispanic- 2.7%	Hispanic: 7.4% improvement
8.2	CCI	Data Year: 2023 Data Source: CA Dashboard All- 1.6% LI- * Hispanic- * *Less than 11 students - data not displayed for privacy	Data Year: 2024 Data Source: CA Dashboard All- 0% LI- 0% Hispanic- 0%	Data Year: 2025 Data Source: CA Dashboard All- 0% LI- 0% Hispanic- 0%	Data Year: 2026 Data Source: CA Dashboard All- 9.6% LI- 3% Hispanic- 3%	All: -1.6% LI: N/A Hispanic: N/A

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Pershing Continuation High School implemented actions focused on reducing suspension rates and improving college and career readiness for students.

Action 8.1 Classified Support, was fully implemented. However, the nature of the support differed from the original plan. Rather than hiring a single classified employee, the school contracted with Project Stealth, a locally based program that provided mentorship, counseling, intervention services, and social-emotional support for students vulnerable to gang involvement, substance abuse, and other high-risk behaviors. These services emphasized restorative practices, positive decision-making, and relationship-building and were designed to address the disproportionately high suspension rates identified for low-income, African American, and Hispanic students.

Action 8.2 Certificated Extra Support–College Awareness & Counseling, was also fully implemented. Staff provided academic guidance, college awareness activities, counseling services, support for dual enrollment opportunities, and structured experiences designed to increase college and career readiness. While staffing limitations created challenges in providing the full extent of extended support originally envisioned, students continued to receive academic counseling, postsecondary planning support, and access to college and career readiness opportunities.

Overall, implementation of both actions supported the school's efforts to address behavioral and academic barriers while increasing opportunities for student success in college, career, and life after high school.

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 8.1 Classified Support, exceeded the budgeted amount because the school contracted with Project Stealth to provide comprehensive behavior intervention, mentorship, counseling, and social-emotional learning supports rather than hiring a single classified employee as originally planned. The expanded scope of services resulted in expenditures that were substantially higher than budgeted.

Action 8.2 Certificated Extra Support–College Awareness & Counseling, was slightly underspent. While college and career readiness activities were implemented, there was an increased emphasis on schoolwide social-emotional learning and behavior supports. Additionally, some student support services were provided through Project Stealth and during the regular school day, reducing the need for extended hours and additional certificated staffing expenditures.

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

Action 8.1 – Classified Support: This action was effective in making progress toward reducing suspension rates. Through the implementation of Project Stealth and related behavior intervention supports, students received mentorship, counseling, social-emotional learning, and restorative practice opportunities designed to address the root causes of behavioral challenges. Suspension rates are improving for all students and each targeted student group. The suspension rate decreased from 33.3% to 22.6% for all students, from 35.0% to 21.9% for low-income students, from 24.0% to 22.7% for African American students, and from 36.3% to 24.3% for Hispanic students over the past two years. These results indicate meaningful progress toward the goal of reducing suspensions and improving school climate.

Action 8.2 – Certificated Extra Support–College Awareness & Counseling: This action was partially effective in making progress toward increasing college and career readiness even though this data is not reflected in our CCI. Students received academic counseling, college awareness activities, dual enrollment support, and postsecondary planning services designed to increase access to college and career pathways. This is the first step toward college and career awareness; eventually, our goal is to have students enroll and succeed in dual enrollment, CTE courses, and career courses to improved college and career readiness outcomes.

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

Based on reflections on prior practice, Action 8.1 Classified Support was revised from a narrowly focused Student Liaison position to a broader Student Support, Intervention, and Restorative Practices action. This change was made to provide greater flexibility in addressing student behavioral needs and reducing suspensions through multiple service delivery models. The revised action now includes social-emotional learning (SEL) supports, restorative practices, behavior interventions, support from a Student Liaison, and partnerships with community-based organizations such as Project Stealth. These revisions were made in response to the positive impact of comprehensive intervention services and the need to provide timely, targeted support for students with the greatest behavioral and social-emotional needs.

Based on reflections on prior practice and continued low performance on the College and Career Indicator (CCI), Action 8.3 was added to expand college and career readiness opportunities through agricultural education. The new action includes an agricultural teacher to provide Career Technical Education (CTE) instruction, support A–G completion, promote participation in leadership and career pathway activities, and increase access to college and career exploration opportunities. This action was added to provide students with additional pathways to graduation, postsecondary education, and career readiness because expanding access to relevant coursework, industry experiences, and individualized guidance is expected to increase the number of students classified as "Prepared" on the College and Career Indicator.

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

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Student Support, Intervention, and Restorative Practices	This action will address the high suspension rates (Red) identified on the 2023 California Dashboard for all students, particularly low-income, African American, and Hispanic students. The school will provide student support, intervention, and restorative practice services designed to address the root causes of behavioral challenges and improve student engagement. Services may include social-emotional learning (SEL) supports, restorative practices, behavior interventions provided through a liaison, and partnerships with community-based organizations such as Project Stealth. These services are intended to strengthen student relationships, increase school connectedness, develop positive behavioral skills, and reduce suspensions because students will receive timely interventions, mentorship, and support before behaviors escalate and result in disciplinary actions.	$65,000.00	No
8.2	Certificated Extra Support-College Awareness & Counseling	This action will address the very low performance (red) of all students, low-income and Hispanic students, in college and career readiness on the 2023 Dashboard. • Personalized academic guidance and support (extra planning time, PLC work, and collaborative planning for counselors and staff) • Structured opportunities for students (all students, LI, and Hispanic) to gain college credits and experience (field trips, assemblies, site-based community/parent events)	$66,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Additional dual enrollment pathways and college counseling are more accessible and impactful for a broader range of students. (added counseling time and extended day) • Added metrics for CCI call-out dashboard performance for LI and Hispanic students.		
8.3	Agricultural Education and College/Career Readiness	This action will address the low College and Career Indicator (CCI) performance and support increased access to college-level coursework and postsecondary opportunities for all students, particularly low-income and Hispanic students. An agricultural education teacher will provide Career Technical Education (CTE) instruction, academic advising, leadership development opportunities, and college and career exploration activities aligned with agricultural pathways. Capitalized Equipment to support this agricultural course will also be purchased (including vehicles). Services may include support for A–G completion, FFA participation, dual enrollment opportunities, industry certifications, career pathway exploration, work-based learning experiences, and postsecondary planning.	$45,815.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By Spring 2027, Madison Elementary will improve its distance from standard scores in Math and ELA, with a targeted focus on Students with Disabilities (SWD), as measured by CAASPP assessments. Additionally, Madison Elementary will reduce the chronic absenteeism rate by 3% annually for all students, with specific emphasis on English Learners (EL) and Asian students, as reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Madison Elementary is identified as eligible for Equity Multiplier funding for the 26-27 school year. The LCFF Equity Multiplier (EM) is a new funding program that commences with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. Based on the Dashboard indicators for ELA, Math, and Chronic Absenteeism, the district collaborated with site leadership and educational partners to delve deeper into assessment data to identify the root causes of low performance. Based on the needs analysis and collaboration with educational partners, the district and Madison Elementary identified an urgent need to improve ELA and Math academic performance indicators for all students, with a particular focus on students with disabilities. This school will improve English Learner Progress, as well as focus on reducing chronic absenteeism for all students, especially English Learners and Asian students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	ELA Indicator	NA	Data Year: 2024 Data Source: Dashboard All Students: 17.1 points below standard SWD: 86.8 points below standard	Data Year: 2025 Data Source: Dashboard All Students: 13.3 points below standard SWD: 73.4 points below standard	Data Year: 2026 Data Source: Dashboard All Students: 5 points below standard SWD: 70 points below standard	All Students: +3.8 SWD: +13.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.2	Math Indicator	NA	Data Year: 2024 Data Source: Dashboard All Students: 26.3 points below standard SWD: 110.5 points below standard	Data Year: 2025 Data Source: Dashboard All Students: 31.8 points below standard SWD: 106.4 points below standard	Data Year: 2026 Data Source: Dashboard All Students: 25 points below standard SWD: 95 points below standard	All Students: -5.5 SWD: +4.1
9.3	ELPI	NA	Data Year: 2024 Data Source: Dashboard 63.8% making progress toward English language proficiency	Data Year: 2025 Data Source: Dashboard 63.5% making progress toward English language proficiency	Data Year: 2026 Data Source: Dashboard 65.8% making progress toward English language proficiency	-0.3%
9.4	Chronic Absenteeism Indicator	NA	Data Year: 2024 Data Source: Dashboard All Students: 27.2% chronically absent Asian: 28.6% chronically absent EL: 30.6% chronically absent	Data Year: 2025 Data Source: Dashboard All Students: 31.4% chronically absent Asian: 18.2% chronically absent EL: 24.2% chronically absent	Data Year: 2026 Data Source: Dashboard All Students: 20% chronically absent Asian: 25.6% chronically absent EL: 25.6% chronically absent	All Students: increased by 4.2% Asian: reduced by 10.4% EL: reduced by 6.4%

Goal Analysis [2025-26]

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

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

Action 9.1 – ELA & Math Proficiency: Madison Elementary fully implemented additional academic supports to strengthen ELA and Math instruction, particularly for students with disabilities. Additional staffing, instructional technology, Teaching Fellows, and classroom support personnel were utilized to provide supplemental small-group instruction, intervention, and IEP-aligned support. Implementation challenges

included staffing availability and maintaining consistent intervention services throughout the year; however, the school was able to provide enhanced instructional support beyond the core program.

Action 9.2 – English Learner Progress: Madison Elementary fully implemented support for English Learners by increasing Teaching Fellow support and providing targeted language development assistance within the classroom setting. Teaching Fellows worked with students in small groups and individually to support literacy development, language acquisition, and access to grade-level content. The school successfully increased instructional support for English Learners while continuing to focus on English language proficiency and academic achievement.

Action 9.3 – Chronic Absenteeism: Madison Elementary partially implemented family engagement activities designed to strengthen school-home partnerships and improve student attendance. Family Literacy Nights, Math Nights, parent workshops, and engagement activities were provided throughout the year to support families in understanding student learning and school expectations. These efforts focused particularly on English Learner and Asian families and were intended to increase family participation and improve student attendance.

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 9.1 – ELA & Math Proficiency: $321,090 was budgeted and $61,828.95 was expended. Actual expenditures were significantly lower than budgeted due to the Teaching Fellows being paid mostly out of categorical funds.

Action 9.2 – English Learner Progress: $125,100 was budgeted and $48,154.07 was expended. Similar to Action 9.1, actual expenditures were significantly lower than budgeted due to the Teaching Fellows being paid mostly out of categorical funds.

Action 9.3 – Chronic Absenteeism: $83,435 was budgeted and $22,114.53 was expended. Actual expenditures were lower than budgeted because family engagement activities and attendance support efforts were implemented at a reduced level and some planned expenditures were not incurred during the year.

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

Action 9.1 – ELA & Math Proficiency: This action was effective in improving academic outcomes. ELA performance improved from 17.1 points below standard in 2024 to 13.3 points below standard in 2025 for all students, while students with disabilities improved from 86.8 points below standard to 73.4 points below standard. In mathematics, students with disabilities improved from 110.5 points below standard to 106.4 points below standard. While additional growth is needed, the available data suggest that targeted instructional supports contributed to progress toward the goal.

Action 9.2 – English Learner Progress: This action was partially effective during the year. English Learner Progress Indicator (ELPI) results remained relatively stable, moving from 63.8% in 2024 to 63.5% in 2025. While expanded classroom supports were provided and English Learner attendance improved during the year, additional implementation time and more targeted language development supports may be necessary to produce stronger gains in English language proficiency. The improved attendance rates specifically for EL students (attendance rates for other student groups did not improve) indicate increased student engagement and access to instruction through these Teaching Fellows, which may support future improvements in ELPI outcomes.

Action 9.3 – Chronic Absenteeism: This action demonstrated mixed effectiveness. Chronic absenteeism increased for all students from 27.2% in 2024 to 31.4% in 2025, indicating that attendance challenges persisted. However, chronic absenteeism improved for English Learners, decreasing from 30.6% to 24.2%, and improved significantly for Asian students, decreasing from 28.6% to 18.2%. These results suggest that family engagement and attendance support efforts were more effective for the targeted student groups than for the overall student population. Continued refinement of attendance interventions will be necessary to improve outcomes for all students.

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

The language in the goal for Madison's Equity Multiplier goal was modified to track distance from standard rather than proficiency. This change was made to better align with the metrics being tracked.

Central USD and Madison Elementary will continue refining implementation of each action to increase effectiveness and improve student outcomes. Additional emphasis will be placed on strengthening academic interventions for students with disabilities, increasing language development supports for English Learners, and expanding family engagement efforts to address chronic absenteeism. These refinements are intended to improve implementation fidelity and accelerate progress toward the identified academic and attendance goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	ELA & Math Proficiency	Madison will provide enhanced academic support through additional staffing, materials & supplies, and technology resources to strengthen Tier 1 and Tier 2 instruction in ELA and Math, especially for students with disabilities (SWD). Madison will: • Hire an extra long-term substitute to co-teach in Reading and Math Labs, providing small group and IEP-aligned support above and beyond baseline IEP supports. • Fund 10 trained teaching fellows in TK–1 to support foundational literacy/numeracy. Fellows will receive PD with an ELD focus. • Purchase 8-10 laptops to support lab instruction, substitute access, and administrative instructional planning. • Hire 2–3 Amergis aides or long-term special education substitute aides to provide consistent daily supplemental IEP-aligned and behavioral support. • Purchase materials and supplies to support intervention	$400,000.00	No

Action #	Title	Description	Total Funds	Contributing
9.2	English Learner Progress	To accelerate English Learner (EL) progress towards English language proficiency and close achievement gaps, Madison will expand in-class academic support by increasing the hours of Teaching Fellows currently assigned to support EL students. Presently, Teaching Fellows are funded for 3 hours per day; this action will increase their support to 4–5 hours per day, based on individual availability. In addition, we will hire 10 new Teaching Fellows to provide targeted small-group and one-on-one support in classrooms with high concentrations of English Learners. These Fellows will focus on language development, literacy support, and scaffolding content instruction.	$125,000.00	No
9.3	Chronic Absenteeism	Madison Elementary will enhance two-way communication with families and increase engagement with increased Family Literacy and Math Nights, as well as workshops on IEP navigation, academic progress monitoring, and home learning strategies. This includes buying materials and supplies for a room to host parent meetings and workshop. These efforts aim to support English Learners (ELs) and Asian students by fostering stronger school-home partnerships that contribute to academic progress and will be supplemented by regularly provided engagement activities.	$141,111.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$57,250,115	$6,662,432

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
31.644%	0.000%	$0.00	31.644%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Literacy Rich Schools **Need:** Performance data on the 2023 California School Dashboard highlight a critical and ongoing need to improve literacy outcomes for Central USD's most underserved student groups—English Learners (EL), Low-Income (LI) students, and Foster Youth (FY).	To tackle the need for increased library service access, the focus will be on enhancing access to literacy-rich libraries and supporting staff to ensure availability for EL, LI, and FY academic performance. To ensure equitable access to the library services and literacy-rich environments for these student groups, Central USD will systematically enhance its library system to close the achievement gaps identified in ELA. The district will assist secondary school teacher-	• CAASPP ELA on CA Dashboard (all students, EL, LTEL FY, LI) • ELPI Indicator (EL) • Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The English Language Arts (ELA) performance indicator reveals concerning trends, with students 23.4 points below standard. EL, FY, and LI students scored even lower than the All Student group. Since then, all three of these groups showed improvements, with EL students showing the most growth. However, on average, students remain below the level needs to meet grade-level standards. These performance gaps underscore the need to enhance equitable access to literacy-rich environments and library services that support language and literacy development for EL (including LTEL), LI, and FY students. Access to well-resourced school libraries, equipped with a range of print and digital materials in various languages, skilled library staff, support staff/media technicians, and media technology, is a proven strategy to support academic achievement, particularly in reading and writing. Equally important is the availability of teacher-librarians at secondary schools who can assist students in developing critical research skills using up-to-date digital tools and multilingual resources. After reviewing the needs assessment, one of the primary reasons for students' academic struggles was the challenge of accessing library services outside regular school hours. The district noted that the district's size and layout (comprising both rural and urban areas), as well as limited public transportation, contributed to this issue. Feedback from	librarians and classified media tech staff in developing research skills using e-books and digital resources in various languages through mentoring, coaching, as well as training sessions/PD. Additionally, to broaden access to library services and public resources at school sites by extending access to materials, books, and online subscriptions, the district will continue to build partnerships with the county library to promote literacy in the community and provide additional literacy opportunities and language development tools for EL, LI, and FY subgroups. Access to libraries enhances academic achievement by offering resources such as books, computers, and educational programs that support learning, research, and skill development, thereby aiding students in their academic success. We anticipate that ELA achievement data, as measured by local assessments, the ELPI measure on the CA Dashboard, and CAASPP for EL, LI, and FY students, will improve as these services are tailored to meet the literacy needs associated with these student groups. Since we expect that all students requiring extra support in ELA will benefit, this action is implemented districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educational partners supported this conclusion. **Scope:** LEA-wide		
1.4	**Action:** Multi-Tiered System of Support-Academic Tier 2-3 **Need:** Central USD's CAASPP English Language Arts (ELA) and Mathematics performance indicators continue to demonstrate a need for targeted academic intervention, particularly for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY), whose performance remains below the All Student group. Although overall ELA and mathematics outcomes improved in 2025, EL, LI, and FY student groups continued to perform below state standards, and the Foster Youth subgroup declined in mathematics compared to the 2023 baseline. The district's needs assessment and educational partner input identified the need for timely, data-informed interventions that provide additional instructional time, targeted literacy and mathematics support, and individualized intervention during and beyond the instructional day. Educational partners emphasized the importance of Tier 2–3 interventions, high-dose tutoring, reading intervention support, extended learning opportunities, and targeted paraprofessional	Central USD will implement a Multi-Tiered System of Support (MTSS) Academic Tier 2–3 framework to provide targeted intervention and acceleration supports for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY), whose CAASPP English Language Arts (ELA) and Mathematics outcomes continue to perform below the All Student group. Services include intervention during the instructional day, high-dose tutoring, Reading Lab and Intervention teachers, paraprofessional support, extended-day learning opportunities (ELO-P), Extended School Year (ESY) services, and support staff to coordinate interventions and monitor implementation. Additional vice principals (2.0 FTE) and support staff will be deployed to increase support at smaller schools and strengthen coordination of targeted services, student monitoring, attendance interventions, and communication with families. Family engagement platforms such as ThoughtExchange will also support communication and participation in the intervention process. These services are designed to address identified academic skill gaps because unduplicated pupils often require additional instructional time, targeted literacy and language development support, smaller instructional groupings, and timely intervention based on formative assessment data. Staff will provide differentiated instruction,	• CAASPP ELA & Math Indicators on CA Dashboard (All Students, EL, FY, and LI) • Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support to address unfinished learning and accelerate literacy and language development for EL, LI, and FY students. These findings support the continued implementation of Central USD's MTSS Academic Tier 2–3 framework to address persistent academic gaps and improve access to grade-level instruction for unduplicated student groups. **Scope:** LEA-wide	progress monitoring, and targeted support aligned to identified student needs. Schools with higher percentages of unduplicated pupils and demonstrated academic need will continue to receive additional staffing and intervention support based on local and state assessment data. This action is being provided on an LEA-wide basis because districtwide data demonstrate persistent achievement gaps for EL, LI, and FY students across multiple school sites. While all students performing below grade level may benefit from intervention and extended learning opportunities, EL, LI, and FY students are expected to receive the greatest benefit because the action is principally directed toward addressing their identified academic needs.	
1.5	**Action:** Assessment & Professional Learning Communities (PLCs) **Need:** Central USD's CAASPP data from 2023 to 2025 demonstrate persistent and significant achievement gaps in English Language Arts (ELA) and Mathematics for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) when compared to the all-student group. Between 2023 and 2025, Central USD demonstrated improvement in both ELA and Mathematics performance for English Learners and Low-Income students; however, EL, LI, and Foster Youth (FY) student groups continued to perform below the All Student	Central USD will implement common formative and summative assessments, real-time data systems, and structured Professional Learning Communities (PLCs) to address achievement gaps for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). Consistent assessments generate comparable data to identify specific learning gaps, while real-time access enables timely instructional adjustments during the learning process. Dedicated PLC time ensures teachers collaboratively analyze data and implement targeted strategies such as differentiation and Tier 2–3 interventions. Teachers will also be provided with additional collaboration time and professional development focused on data analysis, formative assessment practices, and instructional strategies, because building staff capacity strengthens their ability to respond effectively to student needs.	CAASPP ELA and Math Distance from Standard (DFS), disaggregated for EL, LI, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	group on CAASPP indicators. In Mathematics, the Foster Youth subgroup declined from -136.4 points below standard in 2023 to -146 points below standard in 2025, demonstrating a continued need for targeted academic intervention and acceleration supports. Although there was some growth for all three groups, they still remained significantly below standard, and FY students demonstrated minimal improvement or slight declines. The needs assessment and educational partner input identified a key systemic barrier: Instructional decisions are not consistently driven by timely, standards-aligned formative assessment data across classrooms and schools. While there is a large amount of data, but not enough time or training on how to analyze the data to drive instructional change. This creates inequitable outcomes because instructional adjustments are often delayed or inconsistent, unduplicated students (EL, LI, FY) do not consistently receive timely, targeted support aligned to their specific skill gaps. **Scope:** LEA-wide	While this action does serve all students, this action increases and improves services for EL, LI, and FY students because it provides more timely, data-driven, and targeted instructional support aligned to identified needs in ELA and Math. School teams will be required to focus on EL, LI, and FY students in their data reviews as well. This is implemented on an LEA-wide basis because achievement gaps are systemic across schools, requiring a consistent districtwide approach to ensure equitable access to high-quality, data-informed instruction, with unduplicated students benefiting most from more precise and responsive supports.	
1.6	**Action:** Professional Development & Instructional Support Coaches **Need:**	Central USD will provide professional development, instructional coaching, and collaborative learning opportunities to strengthen teachers' ability to support Low-Income (LI) students, English Learners (EL), and Foster Youth	• ELA & Math Indicators CA Dashboard (All Students, EL, FY, and LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Central USD's CAASPP English Language Arts (ELA) and Mathematics performance data continue to demonstrate achievement gaps for English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) when compared to the All Student group. Although some improvement has occurred since 2023, 2025 Dashboard results show that EL, LI, FY, and Long-Term English Learner (LTEL) student groups continue to perform significantly below standard in both ELA and Mathematics, indicating a continued need for targeted instructional support and improved instructional practices. Educational partner feedback and the district needs assessment identified the need for additional professional development, instructional coaching, and collaborative planning to strengthen teachers' ability to provide differentiated instruction, academic language development, and timely intervention based on formative assessment data. Central USD has found that Instructional Support Coaches, targeted professional learning, and data-informed instructional practices support teachers in implementing evidence-based strategies designed to improve academic outcomes for EL, LI, and FY students. **Scope:** LEA-wide	(FY). The Instructional Support Coaches (ISCs) / Teacher on Special Assignments (TOSAs) will provide embedded coaching, co-planning, and classroom support to help teachers implement evidence-based instructional strategies, analyze formative assessment data, and provide targeted intervention aligned to student needs. This action is being provided on an LEA-wide basis because districtwide data continue to show achievement gaps for EL, LI, and FY students across grade levels and school sites. While all students may benefit from improved instructional practices, EL, LI, and FY students are expected to receive the greatest benefit because the action is principally directed toward improving instructional quality and academic support for unduplicated pupils.	• Educational Partner Input
1.7	**Action:** Instructional Supplemental Support for Sites	These initiatives directly support EL, FY, and LI students by providing targeted instruction, interventions, and enhanced access to services	• ELA & Math Indicators CA Dashboard (All

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on Central USD's most recent state and local English Language Arts (ELA) and Mathematics performance data, English Learners (EL), Foster Youth (FY), and Low-Income (LI) students continue to experience significant achievement gaps compared to the all-student group. These disparities underscore the need for individualized and site-based supplemental instructional support. ELA: In 2025, in ELA, ELs, FY, and LI income students scored lower than the all-student group and were still below the level to meet standards. Math: In 2025, in Math, ELs, FY, and LI income students scored lower than the all-student group and were still below the level to meet standards. A comprehensive assessment of student needs—conducted using district- and site-level state and local data—highlighted that EL, FY, and LI students benefit most when supplemental supports are available directly at their school sites. Educational partner input confirmed that students are more engaged when they have access to individualized interventions, supplementary materials, and enrichment opportunities on their campuses, where they already have strong relationships with staff. With district guidance and oversight, school sites conduct comprehensive needs	through technology. Extended counseling and college readiness programs support long-term academic planning, while investments in school climate, enrichment opportunities, and community events promote inclusive and engaging learning environments. Each school conducts a comprehensive needs analysis with leadership teams, educational partners, and parent committees to guide the use of funds. All expenditures are monitored by Fiscal and Educational Services to ensure alignment with district priorities and the needs of students. Funding allocations will be tailored to each school's identified needs for FY, LI, and EL students. Expenditures will be informed by school site plans and agreed upon through site leadership and school site councils. Priority will be given to initiatives that aim to close achievement gaps, particularly through the use of supplemental materials, academic interventions, and technology. Secondary schools will also emphasize credit recovery, counseling, and college and career readiness. Funding will support both academic and climate-related goals, including educational enrichment and welcoming school environments. Ongoing monitoring will ensure compliance and effectiveness. Site Area Administrators will collaborate with district departments to oversee the implementation and spending of these funds, ensuring resources are used strategically to meet the needs of EL, FY, and LI students. This partnership ensures accountability, promotes equity, and supports high-impact practices. All services are based on	Students, EL, FY, LI) • Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	analysis with their site leadership, educational partners, and parent committees. The site then selects from district-approved supplemental expenditures identified through the district's needs assessment—including individualized interventions, supplementary instructional materials, technology, counseling, college and career readiness supports, enrichment opportunities, and school climate initiatives—to best address the needs of its English Learners, Foster Youth, and Low-Income students. **Scope:** LEA-wide	thorough needs assessments that focus on addressing the most critical gaps for these student groups. Although this action is specifically designed to meet the needs of EL, LI, and FY students, site-based decision-making allows each school to select the district-approved supplemental expenditures that best address the identified needs of its English Learners, Foster Youth, and Low-Income students while maintaining alignment with district priorities and ongoing fiscal and program monitoring.	
1.8	**Action:** College & Career Indicator **Need:** Central USD's College and Career Indicator (CCI) data demonstrates that English Learners (EL), Foster Youth (FY), and Low-Income (LI) students continue to access and complete college and career readiness pathways at lower rates than the all-student group. Educational partner feedback also indicated a need to increase awareness of postsecondary opportunities, reduce barriers to participation in CTE, Dual Enrollment, and A-G coursework, and provide additional academic and counseling supports to ensure unduplicated pupils successfully complete college and career readiness pathways.	Central USD will expand access to Career Technical Education (CTE), Dual Enrollment (DE), AVID, and college and career readiness opportunities with intentional outreach, counseling, monitoring, and support for English Learners, Foster Youth, and Low-Income students. This action increases services for EL, FY, and LI students because these student groups will receive additional academic advising, pathway recruitment, progress monitoring, and support to enroll in and successfully complete rigorous coursework and career pathway experiences. These services are designed to address barriers related to access, awareness, course completion, and postsecondary planning that contribute to lower college and career readiness outcomes. The action is provided on an LEA-wide basis because EL, FY, and LI students are enrolled	College & Career Indicator (CCI) A-G Completion Rate Career Technical Education (CTE) Pathway Completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	throughout the district, and expanding pathway access across all schools ensures these students can participate regardless of school site. While all students may benefit from expanded opportunities, the design and implementation of the action are principally directed toward improving college and career readiness outcomes for EL, FY, and LI students, who demonstrate the greatest need based on district data.	
2.1	**Action:** Academic & Career Counseling/Graduation Rate **Need:** Central USD's graduation and college/career readiness data continue to show persistent disparities for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to the all-student group. While overall graduation rates and College/Career Indicator (CCI) outcomes have improved since 2023, EL and FY students continue to experience lower graduation outcomes and reduced access to postsecondary readiness opportunities. Foster Youth and dually identified students remain among the most impacted student groups, demonstrating the continued need for targeted academic monitoring, intervention, and counseling support. The high school dropout rate remains at 7%, far from the district's target of 3%, reinforcing the need for more comprehensive intervention and support. Middle school dropout rates have decreased from 1.35% to 0.22%, but	To support graduation and college/career readiness outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, Central USD will provide additional counseling staff, expanded counseling hours, Counseling Department budgets, and additional Program Managers to support special education and dually identified students. The district will also expand supports through the Teague Community Resource Center (TCRC), including after-hours workshops, and family engagement opportunities. These actions are designed to address barriers identified through the district's needs assessment, including limited access to academic and career guidance, after-hours support, language-accessible communication, and coordinated monitoring of student progress toward graduation. Counseling staff will provide academic planning, FAFSA assistance, college and career guidance, dropout prevention support, and social-emotional assistance to help students remain engaged and on track for graduation. Additional Program Managers will strengthen monitoring and coordination for special education and dually identified students who continue to experience disproportionately low graduation outcomes.	CA Dashboard Graduation Rate & CCI, HS & MS Drop Out Rates (All Students, EL,FY, & LI), Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continued attention is necessary to reach the goal of 0%. The district's needs assessment and root cause analysis identified ongoing barriers related to consistent access to academic and career guidance, after-hours counseling support, and coordinated systems for monitoring student progress toward graduation. Educational partner feedback also emphasized the importance of expanding counseling services and strengthening communication and intervention systems to ensure EL, FY, LI, and special education students remain engaged, supported, and on track for graduation and postsecondary success. **Scope:** LEA-wide	These services are expected to improve graduation rates and college/career readiness because increased access to counseling, family engagement, and individualized academic support helps students and families better navigate graduation requirements, postsecondary planning, and intervention systems. While this action is principally directed toward EL, FY, and LI students, it is provided on an LEA-wide basis because all academically at-risk students benefit from expanded counseling services and coordinated support systems.	
2.4	**Action:** Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3 **Need:** Graduation rates and chronic absenteeism data continue to show persistent disparities for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to the all-student group. While graduation rates and attendance outcomes have improved overall since 2023, EL and FY students continue to experience lower graduation outcomes, and chronic absenteeism remains disproportionately high for FY, LI, and	Central USD acknowledges the disparities in graduation rates and chronic absenteeism among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address these issues, the district will implement supplemental and intensive services such as targeted social-emotional counseling and support from the Support Academic Family Engagement (SAFE) Team. Secondary counselors will work in collaboration with intervention staff to ensure early identification and response to student needs. Additionally, the district will provide Social and Emotional Learning (SEL) materials and counseling resources to promote equity and	• Graduation Rate • CA Dashboard Chronic Absenteeism Rate (All Students, EL, FY, and LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities (SWD). Local survey data related to school connectedness and school safety also indicate that many students continue to experience challenges related to engagement, belonging, and social-emotional well-being. Based on the district's needs assessment and educational partner feedback, Central USD identified that many EL, FY, and LI students continue to experience overlapping academic, behavioral, social-emotional, and family-related barriers that negatively impact attendance, engagement, and graduation outcomes. Educational partners emphasized the need for expanded counseling, behavioral intervention supports, and coordinated Tier 2 and Tier 3 social-emotional services to strengthen student connectedness, improve engagement, and provide more individualized support for students experiencing significant challenges. **Scope:** LEA-wide	inclusion for all learners. These efforts aim to increase student motivation, strengthen engagement, and ultimately improve graduation rates and reduce chronic absenteeism among the district's most underserved populations. By providing social/emotional counseling and support from the Support Academic Family Engagement Team (SAFE Team), students receive targeted assistance to overcome barriers to academic success. In our experience, addressing socio-emotional needs can enhance student engagement, attendance, and overall well-being, ultimately leading to higher graduation rates and a reduction in chronic absenteeism. Collaboration between secondary counselors and intervention staff ensures that students at risk of dropping out receive personalized support and interventions tailored to their specific needs. By working together, counselors and intervention staff can identify early warning signs, provide timely interventions, and connect students with necessary resources, ultimately helping to improve graduation rates and reduce chronic absenteeism. By promoting equity and inclusion for all learners through social-emotional learning (SEL) materials and counseling, schools create a supportive and inclusive environment where students feel valued and empowered to succeed. In our experience, addressing the social and emotional needs of EL, FY, and LI students can positively impact their overall academic performance, attendance, and engagement, ultimately leading to improved graduation rates and a decrease in chronic absenteeism.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		In addition, the district will implement devices and supports for managing student cell phone use and provide SEL communication skill-building to address distractions and social media-related conflicts that can negatively affect student well-being and school connectedness. Research and district experience suggest that limiting access to personal devices during instructional time can reduce distractions and interpersonal conflicts and increase opportunities for positive peer interactions and face-to-face communication. These supports are intended to strengthen self-regulation, engagement, and students' sense of belonging, which are associated with improved attendance, school connectedness, and overall well-being. Because English Learners, Foster Youth, and Low-Income students often experience additional barriers to engagement and connectedness, these supports are expected to provide increased benefits for these student groups. While targeting EL, FY, and LI students, this initiative will be implemented with all students district-wide, as research indicates that social-emotional support helps all students feel connected to their school community, fostering a sense of belonging and engagement. By implementing tiered SEL interventions, the district anticipates improved graduation rates and reduced chronic absenteeism for all students, particularly English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as measured by the CA Dashboard.	
2.6	**Action:**	While providing equitable and engaging educational opportunities for all students, Central	Suspension Rate (All Students, FY, LI),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3 **Need:** Suspension rates for Foster Youth (FY), English Learners (EL), Low-Income (LI), Homeless (HO), and African American (AA) students continue to remain disproportionately higher than the all-student group, despite overall district improvement since 2023. Local climate and safety survey data also indicate that many students continue to report concerns related to school connectedness, belonging, and perceptions of safety, particularly among students experiencing behavioral, social-emotional, or attendance challenges. Based on the district's needs assessment and educational partner feedback, Central USD identified the continued need for expanded Tier 2 and Tier 3 behavioral, mental health, and social-emotional supports for unduplicated students. Educational partners emphasized the importance of proactive interventions, behavioral counseling, conflict resolution supports, and coordinated mental health services to address the underlying causes of disengagement, behavioral incidents, and exclusionary discipline. The district recognizes that many EL, FY, and LI students experience overlapping academic, behavioral, and social-emotional barriers that require individualized interventions and multi-tiered systems of support to improve engagement, school connectedness, and student outcomes.	USD recognizes the disproportionate suspension rates experienced by English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. To address these disparities, the district will enhance social-emotional and behavioral supports to improve outcomes and student motivation. Key components include: -Tiered interventions such as "thinkerys" for reflection and conflict resolution (staffing and supplies) -Additional personnel, including All 4 Youth clinicians, CYS professionals, behavior aides, and intervention counselors -Oversight by the Supervisor for Campus Culture/Safety to monitor implementation and effectiveness • HS & MS Resource Officers -Behavioral Academic Intervention Teams that use screening data to identify and support at-risk students In our experience, these services strengthen student-adult relationships, foster a more supportive school climate, and reduce suspension rates. The Supervisor for Campus Culture/Safety will deliver PD to PBIS Coordinators and site staff, as well as provide oversight to School Safety Plans and SEL curriculum and services. Student Resource Officers (SROs) at secondary schools will build rapport with students and help prevent and address bullying, violence, and substance abuse—issues that often disproportionately impact foster youth and low-income students. Their presence also contributes to a sense of safety and	Educational Partner Input, Local Climate Survey (Safety & Connectedness)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	stability, particularly for students who may have experienced trauma. Additional support personnel, working in tandem with the SAFE team members, will provide both individual and group counseling, promote social skill development, and connect students and families to community-based resources, thereby improving well-being and school connectedness. These services create a supportive and structured school environment that enhances academic and behavioral outcomes, particularly for vulnerable populations like English Learners (EL), foster youth, and low-income students. These supports address trauma, language barriers, and social-emotional needs, leading to increased engagement, reduced disciplinary incidents, and higher achievement. Studies highlight that consistent access to adult mentorship, culturally responsive behavior interventions, and emotional regulation skills significantly boosts resilience and school connectedness for these groups. Through this comprehensive system of supports, Central USD expects to see improved perceptions of school safety and a reduction in suspension rates, as measured by the local climate survey. Although these strategies are primarily targeted toward the needs of FY and LI students, the district recognizes that a proactive, relationship-centered approach benefits all students. For this reason, the action is implemented district-wide.	
2.7	**Action:** Co-Curricular Activities **Need:**	To address these disparities, Central USD will expand co-curricular and extracurricular opportunities that strengthen school connectedness, increase engagement, and support academic achievement for English	ELA & Math Indicators CA Dashboard (all students, EL,FY, LI), Broad Course of Study Outcomes, Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Recent California Dashboard data continue to demonstrate persistent disparities in English Language Arts (ELA) and Mathematics achievement for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to the all-student group. While some student groups demonstrated modest improvement since 2023, EL and FY students continue to perform significantly below standard in both ELA and Math, and achievement gaps remain evident across unduplicated student groups. Local attendance, school connectedness, and engagement data also indicate that many EL, FY, and LI students continue to experience barriers related to motivation, participation, and connection to school. Based on the district's comprehensive needs assessment and educational partner feedback, Central USD identified the need to increase opportunities for engagement, enrichment, and early exposure to a broad course of study for EL, FY, and LI students. Educational partners emphasized that participation in co-curricular and extracurricular activities, including Visual and Performing Arts (VAPA), academic competitions, athletics, leadership opportunities, and enrichment programs, strengthens school connectedness, increases student motivation, and supports positive academic engagement for historically underserved student groups. **Scope:**	Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Programs such as academic competitions, Visual and Performing Arts (VAPA), athletics, music, art, leadership activities, and enrichment events will provide students with opportunities for creative expression, collaboration, and early exposure to a broad course of study. In our experience, co-curricular activities such as academic competitions, festivals, music, art, and choir programs positively impact academic achievement and interest in engaging in a broad course of study for EL, FY, & LI low-students in several ways: 1. Improved Cognitive Development: Engaging in co-curricular activities stimulates brain areas involved in language, reasoning, and spatial intelligence. These activities enhance memory, attention, and critical thinking skills, which in turn lead to improved performance in core academic subjects. 2. Enhanced Academic Performance: Studies have shown that students involved in co-curricular activities tend to have higher grades and standardized test scores. The discipline and practice required in these activities can improve skills such as concentration and perseverance, which are crucial for academic success. 3. Increased Engagement and Attendance: Based on input from educational partners, co-curricular programs can make school more enjoyable and engaging for students, which can help reduce absenteeism. Students who participate in these	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	programs are often more motivated to attend school and complete their assignments. 4. Emotional and Social Benefits: In our experience, participation in co-curricular activities can boost self-esteem and provide a sense of accomplishment. These activities also foster collaboration and social skills, which are beneficial for the overall school experience and can lead to better academic outcomes. 5. Cultural Awareness and Empathy: Based on input from educational partners, exposure to diverse co-curricular activities can broaden students' perspectives, promoting empathy and cultural awareness. This can lead to a more inclusive and supportive school environment, enhancing overall academic achievement. Although this action is principally directed toward EL, FY, and LI students, it is provided on an LEA-wide basis because all students benefit from increased access to enrichment opportunities and positive school engagement experiences.	
2.10	**Action:** Seal of Biliteracy **Need:** Based on the district's needs assessment and analysis of 2025 student outcome data, Central USD continues to identify persistent disparities in graduation rates, college and career readiness, and school connectedness for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Although graduation outcomes and College/Career Indicator (CCI) results have improved overall since 2023, EL and FY students continue to	To meet this need, the district will provide expanded services, including structured parent engagement and education to raise awareness of the SSB pathway, staff professional learning to underscore its value, and intentional collaboration between academic counselors, educational partners, and college and career staff. In our experience, these coordinated efforts will support early preparation and access to the SSB, with the ultimate goal of improving graduation rates, decreasing absenteeism, and increasing college and career readiness for EL, FY, and LI students. In alignment with our commitment to equity and	• Graduation Rate • CCI • CA Dashboard Chronic Absenteeism Rate (All Students, EL, FY, and LI) • Ed Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	experience lower levels of postsecondary readiness and school engagement compared to the all-student group. Chronic absenteeism and engagement data also indicate that many unduplicated students continue to experience barriers that impact attendance, connectedness, and long-term academic success. Educational partner feedback, counselor input, and student conversations emphasized the importance of culturally affirming opportunities that recognize students' linguistic assets, strengthen school connectedness, and increase motivation toward postsecondary goals. Stakeholders identified the State Seal of Biliteracy (SSB) and expanded multilingual learning pathways as important strategies to support student engagement, college readiness, and recognition of bilingual and biliterate skills that are valued in higher education and future career opportunities. **Scope:** LEA-wide	meaningful access for all students, Central USD will prioritize the needs of EL, FY, and LI students by intentionally strengthening their connection to school through increased success in pursuing the State Seal of Biliteracy (SSB). • Parent engagement and education efforts will be expanded to raise awareness of SSB pathways, with particular outreach to families of English learners, foster youth, and low-income students to promote early preparation. • Staff professional learning will emphasize how the SSB enhances students' post-secondary opportunities, particularly for multilingual learners, by serving as a formal recognition of their language skills valued by colleges and universities. • Targeted collaboration time will be provided for academic counselors, educational partners, and college and career staff to align supports and ensure that EL, FY, and LI students are identified early, monitored closely, and equipped with the necessary resources to attain the SSB. • Coordination and oversight of the State Seal of Biliteracy program implementation and student support systems. • Dual Immersion program planning and development to strengthen multilingual learning pathways and long-term biliteracy opportunities for students. These strategies are primarily directed to our EL, FY, and LI students; however, our experience has indicated these tactics are highly effective for all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students and therefore will be implemented district-wide.	
3.2	**Action:** Family Engagement **Need:** Central USD's needs assessment and educational partner input identified that Foster Youth (FY) and Low-Income (LI) students experience higher suspension rates and higher rates of chronic absenteeism compared to the all-student group. Just under half of students report a favorable school climate and report feeling safe, indicating that many students—particularly unduplicated students—lack a strong sense of belonging. Analysis of these conditions led the district to examine the root causes contributing to inconsistent attendance, reduced engagement, and barriers to academic success. In response, the district expanded family engagement opportunities, strengthened school-to-home communication, and implemented strategies to reduce barriers that limit meaningful communication and participation between families and schools. **Scope:** LEA-wide	To address these needs, Central USD will increase family engagement through targeted staffing and capacity-building efforts, including interpreters and communication staff, and culturally responsive training and workshops for staff and families whose focus will be on increasing and facilitating communication with parents and students on the importance of attendance, understanding chronic absenteeism and its impact on Foster Youth and low-income students and their families. These actions are designed to strengthen relationships between schools and families, improve communication, and increase access to resources and local support systems. We believe that this approach will be effective because increased family engagement leads to improved student behavior and school connectedness because students are more likely to attend school regularly, feel supported, and engage positively when families are actively involved and connected to school systems. This action is provided on an LEA-wide basis because disparities in suspension rates and absenteeism are systemic across the district and require a consistent, coordinated approach to family engagement. While all students benefit from improved school-family partnerships, this action is principally directed toward LI and FY students because it increases the frequency, accessibility, and cultural responsiveness of engagement efforts that directly address barriers these student groups face.	• Suspension Rate (CA Dashboard) • Chronic Absenteeism Rate, disaggregated by student group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Family Outreach Liaisons **Need:** Although suspension rates improved from 2023 to 2025, Foster Youth (FY), Homeless (HO), African American (AA), Low-Income (LI), and Students with Disabilities (SWD) students continue to experience disproportionately high suspension rates compared to the district average of 3.4%. Foster Youth students remain the highest at 17.1%, followed by African American students at 9.1% and Homeless students at 6.9%. In addition, school connectedness and safety survey results remain low for students, with only 48% of students reporting favorable school connectedness responses and 54.5% reporting favorable school safety responses. There are studies that low school connectedness disproportionately impacts LI, FY, and EL students. Furthermore, according to Dashboard data, chronic absenteeism is higher among the FY, LI, and LTEL population compared to the all-student group. Educational partner feedback and local data continue to identify the need for stronger family engagement, communication, and outreach systems to support EL (especially LTELs), FY, and LI students who often face barriers related to attendance, engagement, and access to school supports. Central USD recognizes the ongoing need for intentional community outreach and relationship-building efforts to improve school connectedness,	Central USD provides Family Outreach Liaisons, multilingual communication support, home visits, parent workshops, and community outreach services to strengthen relationships between schools and families, particularly for EL, FY, and LI students. Family Outreach Liaisons support two-way communication, assist families in accessing school and community resources, facilitate parent meetings, and help families better understand attendance, behavior, and academic expectations. These services are designed to improve student engagement, attendance, school connectedness, and behavior because students are more likely to feel supported and remain engaged in school when families are actively connected to school systems. While this action is principally directed toward EL, FY, and LI students, it is provided on an LEA-wide basis because all students benefit from stronger school-family partnerships and improved communication systems.	CA Dashboard Suspension Rate, CAASPP ELA/Math & Local Survey Data, Chronic Absenteeism (All Students, EL, FY, LI), Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	communication, and student outcomes for unduplicated pupils. **Scope:** LEA-wide		
3.4	**Action:** Access to Technology **Need:** Recent performance data from the California School Dashboard highlight a critical and ongoing need to improve literacy outcomes for Central USD's most underserved student groups—English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). EL, FY, and LI student groups all fare worse than the all-student group in both math and ELA. Interviews, surveys, and input from educational partners have indicated that LI, EL, and FY students have struggled to access technology essential for learning. This is evident in their CAASPP scores compared to those of all students. Based on a local needs assessment to address the academic achievement gaps among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, Central USD recognizes the critical importance of providing equitable access to digital academic resources and technology. By leveraging technology to facilitate quick access to information, accelerate learning, and engage students in interactive learning experiences,	To support access to technology, Central will provide the following support: • Access to digital academic resources and technology (Chromebooks, hotspots, licenses, and software) and maintain a 1:1 device ratio • Staff (instructional support coach, a Director of Instructional Technology, classified tech aides) Central USD will provide EL, FY, and LI students access to digital academic resources and technology in the classroom and at home to enhance learning and promote equity. The district will support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access for students from TK to 12th grade. Furthermore, implementing additional staff, such as an instructional support coach, a Director of Instructional Technology, and classified tech aides, will ensure EL, FY, and LI students have equitable access to digital resources supporting their academic growth and success. By providing personalized support and guidance, these staff members will help students navigate digital platforms effectively, address any technological barriers they may encounter, and maximize the impact of digital resources on their academic achievement. Technology will enable students to access information quickly, accelerate learning,	ELA/Math & Local Survey Data (All Students, EL,FY, LI), Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Central USD seeks to empower EL, FY, and LI students to explore new subjects, deepen their understanding of challenging concepts, and ultimately improve their academic outcomes. **Scope:** LEA-wide	and engage in interactive learning experiences at school and home, allowing them to explore new subjects and deepen their understanding of challenging concepts. Maintaining a one-to-one device ratio is important because it ensures that English Learners, Foster Youth, and Low-Income students have consistent access to instructional materials, digital interventions, and learning platforms during and beyond the instructional day, reducing barriers to participation and supporting continuity of learning regardless of access to technology at home. This action is designed to meet the needs most associated with English learners, foster youth, and low-income students. However, because we expect all students to benefit, this action is provided LEA-wide.	
3.5	**Action:** Suspension Rate Decrease for FY & Homeless **Need:** As shown on the 2024 California Dashboard during the district's root cause analysis, suspension rates for Foster Youth (FY) and Homeless (HO) students have significantly decreased—FY from 23.8% to 16.2% and HO from 12% to 6%. While these reductions reflect meaningful progress, the rates for both groups remain disproportionately higher than the districtwide average of 3.3%. Despite the downward trend, FY and HO students continue to face exclusionary discipline at	As indicated by the findings of our needs assessment, Foster Youth (FY) and Homeless students present distinct challenges, including issues related to school access, suspension, and establishing stable connections with school programs. To address these challenges effectively, we will allocate resources towards personnel, training initiatives, and necessary materials, enabling dedicated time for assisting students struggling with a sense of belonging and fostering a sense of school connectedness. This approach enables staff members to engage regularly with students, build rapport with foster and group homes, and collaborate with school sites to address the barriers identified in the needs assessment.	Suspension Rate (Foster Youth, Homeless Youth) Educational Partner Input, School Connectedness as measured by the local survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	levels that signal the need for continued, targeted intervention. A districtwide needs assessment and analysis of local educational partner input reaffirms the necessity of trauma-informed, personalized supports for these student groups. FY and HO students often experience housing instability, school transitions, and disrupted relationships, all of which contribute to increased behavioral and emotional challenges. These factors, coupled with limited access to consistent, trusted adults, make them more vulnerable to disciplinary exclusion and academic disengagement. Educational partners, including site staff, district leaders, FCSS representatives, and community organizations, identified mentoring, ongoing mental health services, and proactive academic support as critical protective factors. In our experience, these supports help reduce behavioral incidents and improve school connectedness. Central Unified must continue to implement and strengthen multi-tiered systems of support through data-informed decision-making, site-based continuous improvement efforts, and cross-agency collaboration. Maintaining momentum in these areas is crucial to closing the discipline gap and ensuring that all students, especially FY and HO, experience equitable and supportive school environments. **Scope:**	This action is designed to address the unique needs of Foster Youth and students experiencing homelessness, who face increased school mobility, disrupted attendance patterns, and limited access to stable academic and behavioral supports. Through the deployment of Child Welfare and Attendance (CWA) staff, this action provides direct, case-managed support to ensure these students remain enrolled, attend school consistently, and have access to critical services. CWA staff are specifically trained to coordinate with child welfare agencies and community partners, engage in home visits, and develop individualized attendance improvement plans tailored to each child's needs. Although implemented LEA-wide, the structure and focus of the action are centered on removing systemic barriers for FY and homeless students, who are disproportionately impacted by chronic absenteeism and school disengagement, as evidenced by district and state dashboard data. To provide these students with the essential resources and assistance they need to flourish in their educational journey, the district will address these challenges by: • Child Welfare & Attendance staffing, (1 Intervention specialist, 1 Supervisor Campus Culture, Supervisor CWA) • Personalized interventions/additional counseling services (extended time) • Academic Support (expanded academic counseling, high-dose tutoring, credit retrieval) • Professional Development for staff and leadership, including:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Cultural Competency Inclusive Practices Mental Health Awareness Family and Community Engagement Building Relationships Behavior Management Positive Behavioral Interventions Restorative Practices Moreover, additional personnel will be deployed to offer personalized mentorship and support to these students, facilitating the removal of obstacles that hinder access to available resources, such as transportation, educational materials, clothing, food, counseling services, and academic assistance. To specifically combat suspension rates among homeless and foster youth students, targeted interventions such as counseling services and mentorship programs will be implemented, tailored to address the trauma and instability they may encounter. Site leaders will undergo training to ensure that school sites are equipped to accommodate the unique circumstances of FY and homeless youth, prioritizing stability and support over punitive measures. This action is designed to meet the needs of foster youth and low-income students. However, based on our experience, we expect all students to benefit from this action, which is provided LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** English Learner Programs **Need:** The 2025 California School Dashboard data underscores persistent and, in some areas, widening achievement gaps for English Learners (ELs) within Central Unified. While EL progress has improved, in both ELA and Math, ELs on average remain below the level needed to demonstrate proficiency and lag being the all-student group. Similarly, EL students lag behind the all-student group in the College/Career Indicator (CCI). These data points highlight the urgent need for enhanced English Learner programs. Educational partners, including EL parents, have expressed a strong desire for improved services. **Scope:** Limited to Unduplicated Student Group(s)	To address these challenges, Central Unified will implement comprehensive support systems encompassing adequate intake and placement processes, parent orientation workshops, and enhanced instructional practices. Additionally, increasing access to tutoring, mentoring, and counseling services will be pivotal in improving content comprehension and overall academic success, CCI, and ELPI for EL students. • Teacher training to deepen understanding of the ELA/ELD Framework. • Multilingual Success Network (MSN), employing Improvement Science to drive measurable changes for English learners. • Supervisor EL Services • EL teachers (9 FTE) • In-class instructional coaching support and supplemental resources Central USD will provide professional learning on the ELA/ELD Framework to address achievement gaps for English Learners (ELs). The Supervisor of EL Services will oversee EL intake and placement systems and facilitate parent orientation workshops for newcomer families. The district will strengthen Designated and Integrated ELD instruction through Improvement Science in the Multilingual Success Network (MSN) across seven elementary schools. EL teachers, instructional coaching (ISC EL), supplemental materials, and additional staffing will	• ELA & Math Indicators CA Dashboard (EL) • CCI (ELs) • ELPI (ELs)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		support implementation of research-based strategies that improve language development and content access for ELs. Central will also partner with teachers to embed college and career awareness into classroom instruction because consistent exposure to academic and career pathways increases student engagement and long-term planning for EL students. This action is principally directed toward ELs to improve ELA and Math achievement, English Language Progress Indicator (ELPI) outcomes, and College/Career Indicator (CCI) results on the California Dashboard.	
1.10	**Action:** District Long Term English Learner Academic Progress **Need:** The local needs assessment and targeted survey data continue to emphasize the unique academic and language development needs of Long-Term English Learners (LTELs), particularly in the areas of English Language Arts (ELA), Mathematics, and English Language Proficiency. Educational partners—including teachers, site leaders, and EL families—have reiterated the importance of sustained, targeted support for LTELs to accelerate progress and close persistent achievement gaps. Current 2025 data reveal:	To support long-term English learner progress, Central Unified will provide the following: Central USD will offer teacher training to enhance understanding of best practices for EL and LTEL students. The Supervisor for EL Services will monitor the implementation of these practices for LTEL students, providing further support through goal setting and progress monitoring. The ISC EL will provide at-the-elbow coaching to foster ongoing improvement in the classroom. Collaboration with site EL Coordinators will strengthen their ability to support research-based practices for LTELs. The sessions will include the shared experiences of LTELs that contribute to their prolonged EL status, including: • Variability in the quality and approach to their education in the elementary grades	• ELA & Math Indicators CA Dashboard (ELs and LTELs) • ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	51.3% of LTELs are making progress toward English Language Proficiency, which represents growth from the prior year. The CA Dashboard indicates that LTEL students scored 104.4 points below, compared to 19.5 points below standard for all students. In Mathematics, EL students scored 157.5 points below standard, while all students were 56.3 points below. These outcomes underscore the pressing need for targeted academic interventions, explicit language development strategies, and enhanced teacher capacity to support LTEL students effectively. Central Unified will continue to address these challenges through strategic professional development, goal-setting protocols, and collaborative progress monitoring. The overarching aim is to increase achievement, support reclassification, and ensure LTELs are succeeding academically. **Scope:** Limited to Unduplicated Student Group(s)	• Lack of adequate English language development (ELD) instruction • Teachers who have not had the preparation to address their needs • An undiagnosed or unaddressed learning disability. Research-supported strategies to improve outcomes for these students include integrated ELD across the curriculum, designated ELD instruction, access to a rigorous curriculum, culturally relevant curriculum, and clustering LTEL students with English proficient peers in rigorous grade-level classes. For younger English language learners (ELs), ensuring rigorous content from the start and building background knowledge is crucial for ongoing success. This action is designed to meet the needs most associated with Long Term English Learners. We expect this action to continue to increase ELA and Math state and local scores for all English learners.	
1.14	**Action:** ELPI Indicator Improvement (Site Specific) **Need:** The district's root cause analysis of the 2024 CA Dashboard data shows significant variation in English Learner Progress Indicator (ELPI) performance across targeted sites, with two schools demonstrating improvement, and one	To support school sites in identifying and addressing areas for growth in English Language Proficiency, Central Unified will continue to provide comprehensive support in conducting data-informed needs assessments. This includes educator training on English Learner data analysis, consistent use of standardized assessment tools, and site-specific professional development focused on effective instructional strategies that	ELPI (Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High Schoo)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	school experiencing a decline in student progress: Herndon-Barstow Elementary: 47.4% of EL students are making progress toward English Language Proficiency — a +14.1% improvement from the prior year. Roosevelt Elementary: 53% of EL students are making progress — a +19.7% increase from the previous year. Justin Garza High School: 46.8% of EL students are making progress — an +11.6% increase, yet still well below the district target. Despite improvements at each site, all three schools remain below the LEA average of 50.4% and the state's expectations for progress. These persistent achievement gaps reinforce the need for focused, site-specific interventions. Targeted teacher training, collaborative planning time, and a refined focus on integrated and designated ELD instruction will be crucial in helping educators support English language (EL) students in achieving full English proficiency. **Scope:** Limited to Unduplicated Student Group(s)	align with the ELA/ELD Framework. Regular collaboration meetings will also be facilitated to ensure educators can share best practices and monitor EL progress effectively. Roosevelt Elementary School Actions: • Working with the Multilingual Success Network (MSN), Roosevelt will provide extended quality ELD instruction and interventions for all identified at-risk English Learners or Long-Term English Learners. • The district EL Coach & site EL Coordinator, and EL Teacher will provide professional development for teachers to implement small-group instruction and alternative support for ELs in the regular education classroom in language arts to close the gap and support the mastery of ELD/ELA standards. • The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress. Herndon Barstow Elementary School Actions: • The district EL Coach & site EL Coordinator will provide professional development for teachers to implement small-group instruction and alternative support for ELs in the classroom in language arts to close the gap and support the mastery of ELD/ELA standards	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		• The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress. Justin Garza High School Actions: • The district EL Coach & site EL Coordinator will provide professional development for teachers to implement small-group instruction and alternative support for ELs out of the classroom as a response to intervention in language arts to close the gap and support the mastery of ELD/ELA standards. • The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress.	

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

N/A

Additional Concentration Grant Funding

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

Districts with a high concentration of English learners, foster youth, and/or low-income students receive an additional 15% in funding through the Local Control Funding Formula (LCFF) concentration grant. Central Unified School District qualifies for this extra funding, as all of its school sites exceed the 55% unduplicated pupil threshold for supplemental and concentration funds. The concentration grant add-on funding

is being used to increase staff who provide direct services to students across all school sites. These positions include EL teachers, intervention teachers, paraprofessionals, instructional aides, reading intervention teachers, and other direct-service personnel identified through the district's needs assessment. Staffing allocations are determined using district and site-level analyses of student achievement, attendance, behavioral data, unduplicated pupil enrollment, and educational partner input to ensure schools with the greatest need receive additional staffing support.

These additional staff provide direct academic, behavioral, and social-emotional services that increase access to interventions, reduce student-to-staff ratios, provide more individualized instruction, strengthen attendance and behavior supports, and improve access to supplemental academic services for English Learners, Foster Youth, and Low-Income students. Concentration grant funding is used to maintain these additional direct-service positions because continuing these services is necessary to address the persistent achievement and opportunity gaps identified through the district's needs assessment.

All school sites in Central Unified School District exceed the 55% unduplicated pupil threshold. Central USD received $6,662,432 in Additional Concentration Grant Add-On funding. These funds support additional credentialed and classified staff who provide direct services to students through Goal 1, Action 1.4 – Multi-Tiered System of Support (MTSS) Academic Tier 2-3 ($6,662,432).

1.4 Multi-Tiered System of Support-Academic Tier 2-3 $6,662,432

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$180,921,946	$57,250,115	31.644%	0.000%	31.644%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$228,908,230.34	$3,934,953.00	$0.00	$0.00	$232,843,183.34	$204,179,189.17	$28,663,994.17

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Access To Core	All	No			All Schools	2024-2027	$0.00	$1,000,000.00	$1,000,000.00				$1,000,000.00	0
1	1.2	Literacy Rich Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$3,371,511.00	$100,000.00	$3,471,511.00				$3,471,511.00	0
1	1.3	Multi-Tiered System of Support Academic Tier 1	All	No				2024-2027	$24,752,462.00	$750,000.00	$23,250,000.00	$2,252,462.00			$25,502,462.00	0
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,631,300.00	$135,000.00	$10,766,300.00				$10,766,300.00	0
1	1.5	Assessment & Professional Learning Communities (PLCs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$588,350.00	$100,000.00	$688,350.00				$688,350.00	0
1	1.6	Professional Development & Instructional Support Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$2,350,384.00	$300,000.00	$2,650,384.00				$2,650,384.00	0
1	1.7	Instructional Supplemental Support for Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$120,000.00	$5,595,000.00	$5,715,000.00				$5,715,000.00	0
1	1.8	College & Career Indicator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$1,149,540.00	$100,000.00	$1,249,540.00				$1,249,540.00	0
1	1.9	English Learner Programs	English Learners	Yes	Limited to Unduplicated	English Learners		2024-2027	$1,431,000.00	$25,000.00	$1,456,000.00				$1,456,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.10	District Long Term English Learner Academic Progress	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$128,500.00	$0.00	$128,500.00				$128,500.00	0
1	1.11	Differentiated Assistance ELA, Math, & CCI	Foster Youth, Homeless & Students w/Disabilities	No				2024-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	0
1	1.12	ELA Proficiency (Site Specific)	SWD, LI, Hispanic, EL, AA	No			Specific Schools: East, GP, EC, Tilley, Harvest, HB, Madison, Roosevelt, Teague	2024-2027	$0.00	$27,250.00	$27,250.00				$27,250.00	0
1	1.13	Math Proficiency (Site Specific)	SWD, EL, LI, Hispanic, AA,	No			Specific Schools: East, CHS, COHS, CLASS GP, EC, HB, Madison, RV, Teague	2024-2027	$0.00	$20,750.00	$20,750.00				$20,750.00	0
1	1.14	ELPI Indicator Improvement (Site Specific)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High Schoo	2024-2027	$0.00	$7,500.00	$7,500.00				$7,500.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.15	College Career Indicator (Site Specific)	SWD, EL, LI, Hispanic	No			Specific Schools: East, CHS, CLASS	2024-2027	$0.00	$2,300.00	$2,300.00				$2,300.00	0
1	1.16	African American, Homeless, LI Student Success (CCI Indicator)	African American	No				2024-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	0
1	1.17	Recruitment, Retention, and Professional Learning Systems	All	No			All Schools	2024-2027	$222,104.40	$0.00	$222,104.40				$222,104.40	
2	2.1	Academic & Career Counseling/Graduation Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Central High School, Central High East, Justin Garza High School 9-12	2024-2027	$4,806,225.00	$30,000.00	$4,836,225.00				$4,836,225.00	0
2	2.2	Broad Course of Study with Appropriately Credentialed Teachers	All	No				2024-2027	$112,628,903.75	$0.00	$112,628,903.75				$112,628,903.75	0
2	2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	All	No				2024-2027	$2,500,000.00	$0.00	$2,500,000.00				$2,500,000.00	0
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$8,961,101.00	$1,356,332.00	$10,317,433.00				$10,317,433.00	0
2	2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	All	No				2024-2027	$2,500,000.00	$0.00	$2,500,000.00				$2,500,000.00	0
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2024-2027	$7,273,776.00	$1,732,245.00	$9,006,021.00				$9,006,021.00	0
2	2.7	Co-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$4,210,750.00	$600,000.00	$4,810,750.00				$4,810,750.00	0
2	2.8	Chronic Absenteeism (Site Specific)	All African American, Students with	No			Specific Schools: River	2024-2025	$12,000.00	$0.00	$12,000.00				$12,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities, White Students, English Learners				Bluff Elementary, Houghton-Kearney TK-8, Harvest Elementary, Liddell Elementary, McKinley Elementary, Rio Vista Middle School TK-6, TK-8, 7-8									
2	**2.9**	Graduation Rate (Site Specific)	All Students with Disabilities	No			Specific Schools: CLASS, Central High East 9-12	2024-25	$0.00	$1,000.00	$1,000.00				$1,000.00	0
2	**2.10**	Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$40,000.00	$0.00	$40,000.00				$40,000.00	0
3	**3.1**	Facilities	All	No				2024-2027	$12,042,733.02	$14,961,277.17	$27,004,010.19				$27,004,010.19	0
3	**3.2**	Family Engagement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$302,638.00	$200,000.00	$502,638.00				$502,638.00	0
3	**3.3**	Family Outreach Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$2,026,810.00	$0.00	$2,026,810.00				$2,026,810.00	0
3	**3.4**	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$1,186,250.00	$800,000.00	$1,986,250.00				$1,986,250.00	0
3	**3.5**	Suspension Rate Decrease for FY & Homeless	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2024-2027	$25,000.00	$25,000.00	$50,000.00				$50,000.00	0
3	**3.6**	Suspension Rate (Site Specific)	African American, White	No			Specific Schools: El Capitan, Roosevel	2024-2025	$0.00	$4,700.00	$4,700.00				$4,700.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							t, Houghton -Kearney Elementary, Rio Vista									
4	**4.1**	Academic Intervention- Math & ELA Proficiency	All AS, LI, Hispanic	No			Specific Schools: CLASS	2025-26	$146,100.00	$0.00		$146,100.00			$146,100.00	0
4	**4.2**	College Career Counselor-Library Media Technician	All All studens, LI, Hispanic	No			Specific Schools: CLASS	2025-26	$168,900.00	$0.00		$168,900.00			$168,900.00	0
4	**4.3**	Dual Enrollment	All All students, LI, Hispanic	No			Specific Schools: CLASS	2025-26	$12,000.00	$140,057.00		$152,057.00			$152,057.00	0
5	**5.1**	Professional Development, Supplemental Programs & Collaboration- Math	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$20,000.00	$10,000.00		$30,000.00			$30,000.00	0
5	**5.2**	Extended Day Services- Math	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$12,000.00	$0.00		$12,000.00			$12,000.00	0
5	**5.3**	Professional Development & Collaboration- CCI	All	No			Specific Schools: COHS	2025-26	$12,000.00	$0.00		$12,000.00			$12,000.00	0
5	**5.4**	Extended Day Services- CCI	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$12,000.00	$0.00		$12,000.00			$12,000.00	0
5	**5.5**	CTE/Dual Enrollment	All	No			Specific Schools: COHS	2025-26	$77,112.00	$25,000.00		$102,112.00			$102,112.00	0
5	**5.6**	College & Career Awareness	All	No			Specific Schools: COHS	2025-26	$0.00	$32,219.00		$32,219.00			$32,219.00	0
5	**5.7**	Family Outreach Liaison	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$49,783.00	$0.00		$49,783.00			$49,783.00	0
5	**5.8**	Technology	All LI,Hispanic	No			Specific Schools: COHS	2025-26	$0.00	$19,000.00		$19,000.00			$19,000.00	0
6	**6.1**	SEL/Behavior Support	All	No			Specific Schools: Pathway	2025-26	$29,293.00	$0.00		$29,293.00			$29,293.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							CDS									
6	**6.2**	College, Career, and Academic Readiness	All	No			Specific Schools: Pathway CDS	2025-26	$0.00	$14,404.00		$14,404.00			$14,404.00	0
6	**6.3**	Professional Development	All	No			Specific Schools: Pathway CDS	2025-26	$2,000.00	$6,000.00		$8,000.00			$8,000.00	0
7	**7.1**	SEL/Behavior Support	All	No			Specific Schools: Pathway Elementary	2025-26	$29,293.00	$0.00		$29,293.00			$29,293.00	0
7	**7.2**	Professional Development	All	No			Specific Schools: Pathway Elementary	2025-26	$1,000.00	$3,300.00		$4,300.00			$4,300.00	0
7	**7.3**	Engagement Activities	All	No			Specific Schools: Pathway Elementary	2025-26	$0.00	$18,104.00		$18,104.00			$18,104.00	0
8	**8.1**	Student Support, Intervention, and Restorative Practices	All LI, African American, and Hispanic	No			Specific Schools: Pershing Continuation	2025-26	$65,000.00	$0.00		$65,000.00			$65,000.00	0
8	**8.2**	Certificated Extra Support-College Awareness & Counseling	All LI, and Hispanic	No			Specific Schools: Pershing Continuation	2025-26	$65,000.00	$1,000.00		$66,000.00			$66,000.00	0
8	**8.3**	Agricultural Education and College/Career Readiness	All LI, and Hispanic	No			Specific Schools: Pershing Continuation		$45,815.00	$0.00		$45,815.00			$45,815.00	
9	**9.1**	ELA & Math Proficiency	All Students with Disabilities	No			Specific Schools: Madison Elementary	2025-26	$100,000.00	$300,000.00		$400,000.00			$400,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
9	**9.2**	English Learner Progress	English Learners	No				2025-26	$0.00	$125,000.00		$125,000.00			$125,000.00	0
9	**9.3**	Chronic Absenteeism	EL, Asian	No				2025-26	$70,555.00	$70,556.00		$141,111.00			$141,111.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$180,921,946	$57,250,115	31.644%	0.000%	31.644%	$59,709,212.00	0.000%	33.003 %	**Total:**	$59,709,212.00
								LEA-wide Total:	$58,117,212.00
								Limited Total:	$1,592,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Literacy Rich Schools	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,471,511.00	0
1	**1.4**	Multi-Tiered System of Support-Academic Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,766,300.00	0
1	**1.5**	Assessment & Professional Learning Communities (PLCs)	Yes	LEA-wide	English Learners Foster Youth Low Income		$688,350.00	0
1	**1.6**	Professional Development & Instructional Support Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,650,384.00	0
1	**1.7**	Instructional Supplemental Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,715,000.00	0
1	**1.8**	College & Career Indicator	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,249,540.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	English Learner Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,456,000.00	0
1	1.10	District Long Term English Learner Academic Progress	Yes	Limited to Unduplicated Student Group(s)	English Learners		$128,500.00	0
1	1.14	ELPI Indicator Improvement (Site Specific)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High Schoo	$7,500.00	0
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Central High School, Central High East, Justin Garza High School 9-12	$4,836,225.00	0
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,317,433.00	0
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	LEA-wide	Foster Youth Low Income		$9,006,021.00	0
2	2.7	Co-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,810,750.00	0
2	2.10	Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income		$40,000.00	0
3	3.2	Family Engagement	Yes	LEA-wide	Foster Youth Low Income	All Schools	$502,638.00	0
3	3.3	Family Outreach Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,026,810.00	0
3	3.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth		$1,986,250.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.5**	Suspension Rate Decrease for FY & Homeless	Yes	LEA-wide	Foster Youth Low Income		$50,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$296,311,288.99	$254,457,134.02

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	$548,812.74	$1,040,102.13
1	**1.2**	Literacy Rich Schools	Yes	$3,462,539.93	$3,397,637.26
1	**1.3**	Multi-Tiered System of Support Academic Tier 1	No	$47,800,055.42	$25,376,081.22
1	**1.4**	Multi-Tiered System of Support-Academic Tier 2-3	Yes	$28,509,737.37	$37,326,390.20
1	**1.5**	Assessment & Professional Learning Communities (PLCs)	No	$240,000.00	$215,697.06
1	**1.6**	Professional Development & Instructional Support Coaches	Yes	$2,979,078.96	$3,054,257.68
1	**1.7**	Instructional Supplemental Support for Sites	Yes	$1,791,855.22	$2,044,040.12
1	**1.8**	College & Career Indicator	No	$3,087,803.34	$2,740,183.75
1	**1.9**	English Learner Programs	Yes	$12,815,331.65	$2,760,065.01
1	**1.10**	District Long Term English Learner Academic Progress	Yes	$649,789.02	$612,580.35
1	**1.11**	Differentiated Assistance ELA, Math, & CCI	No	$24,738.82	$25,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	ELA Proficiency (Site Specific)	No	$67,800.00	$70,000
1	1.13	Math Proficiency (Site Specific)	No	$39,239.45	$40,000
1	1.14	ELPI Indicator Improvement (Site Specific)	Yes	$7,000.00	$7,000
1	1.15	College Career Indicator (Site Specific)	No	$2,300.00	$2,300
1	1.16	African American, Homeless, LI Student Success (CCI Indicator)	No	$8,000.00	$8,000
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	$932,404.78	$1,627,632.26
2	2.2	Broad Course of Study with Appropriately Credentialed Teachers	No	$136,672,772.94	$111,416,316.32
2	2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	No	$3,502,432.10	$2,030,744.98
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	$3,986,633.77	$10,938,821.60
2	2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	No	$2,254,967.24	$2,418,506.08
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	$6,533,015.43	$6,053,256.72
2	2.7	Co-Curricular Activities	Yes	$4,622,669.65	$4,985,674.57
2	2.8	Chronic Absenteeism (Site Specific)	No	$11,260.00	$11,260.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Graduation Rate (Site Specific)	No	$1,000.00	$1,000
2	2.10	Seal of Biliteracy	Yes	$1,128,124.28	$2,397,781.76
3	3.1	Facilities	No	$27,549,379.79	$27,605,563.58
3	3.2	Family Engagement	No	$509,676.74	$582,020.60
3	3.3	Family Outreach Liaisons	Yes	$1,611,288.37	$2,246,411.02
3	3.4	Access to Technology	Yes	$2,692,066.76	$2,355,936.50
3	3.5	Suspension Rate Decrease for FY & Homeless	Yes	$522,277.22	$439,683.73
3	3.6	Suspension Rate (Site Specific)	No	$4,700.00	$5,000
4	4.1	Academic Intervention- Math & ELA Proficiency	No	$127,036.00	$41311.99
4	4.2	College Career Teacher-Library Media Technician	No	$146,904.00	$88,263.01
4	4.3	Dual Enrollment	No	$132,670.00	$9,110.85
5	5.1	Professional Development, Supplemental Programs & Collaboration- Math	No	$152,219.00	$10,648.54
5	5.2	Extended Day Services-Math	No	$25,704.00	$9,732.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Professional Development & Collaboration- CCI	No	$25,000.00	$0
5	5.4	Extended Day Services-CCI	No	$25,704.00	$22,317.16
5	5.5	CTE/Dual Enrollment	No	$152,112.00	$2,366.36
5	5.6	College & Career Awareness	No	$52,219.00	$3,243.25
5	5.7	Family Outreach Liaison	No	$57,823.00	$15,307.66
5	5.8	Technology	No	$25,000.00	$1,217.07
6	6.1	SEL/Behavior Support	No	$27,596.00	$21,166.15
6	6.2	College Career/Graduation	No	$14,404.00	$0
6	6.3	Professional Development	No	$8,000.00	$0
7	7.1	SEL/Behavior Support	No	$27,596.00	$34,004.08
7	7.2	Professional Development	No	$4,300.00	$0
7	7.3	Engagement Activities	No	$18,104.00	$0
8	8.1	Classified Support	No	$66,260.00	$127,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	**8.2**	Certificated Extra Support-College Awareness & Counseling	No	$124,262.00	$104,403.38
9	**9.1**	ELA & Math Proficiency	No	$321,090.00	$61,828.95
9	**9.2**	English Learner Progress	No	$125,100.00	$48,154.07
9	**9.3**	Chronic Absenteeism	No	$83,435.00	$22,114.53

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$56,053,098	$56,981,035.00	$60,958,874.90	($3,977,839.90)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Rich Schools	Yes	$3,370,983.93	$3,382,187.12	0	
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	$17,359,519.77	$24,935,034.10	0	
1	1.6	Professional Development & Instructional Support Coaches	Yes	$1,829,721.45	$674,861.18	0	
1	1.7	Instructional Supplemental Support for Sites	Yes	$1,791,855.22	$1,445,227.79	0	
1	1.9	English Learner Programs	Yes	$10,985,550.33	$2,651,072.79	0	
1	1.10	District Long Term English Learner Academic Progress	Yes	$558,234.48	$125,363.94	0	
1	1.14	ELPI Indicator Improvement (Site Specific)	Yes	$7,000.00	$7,000.00	0	
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	$932,404.78	$1,627,632.26	0	
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	$3,986,633.77	$10,071,029.44	0	
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	$6,533,015.43	$5,402,463.59	0	
2	2.7	Co-Curricular Activities	Yes	$4,519,336.12	$4,283,672.70	0	
2	2.10	Seal of Biliteracy	Yes	$1,128,124.28	$2,397,781.76	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	Family Outreach Liaisons	Yes	$1,610,329.37	$1,547,070.67	0	
3	3.4	Access to Technology	Yes	$1,846,048.85	$2,301,524.08	0	
3	3.5	Suspension Rate Decrease for FY & Homeless	Yes	$522,277.22	$106,953.48	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$173,098,686	$56,053,098	0	32.382%	$60,958,874.90	0.000%	35.216%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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