LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Unified School District
CDS Code: 10739650000000
School Year: 2022-23
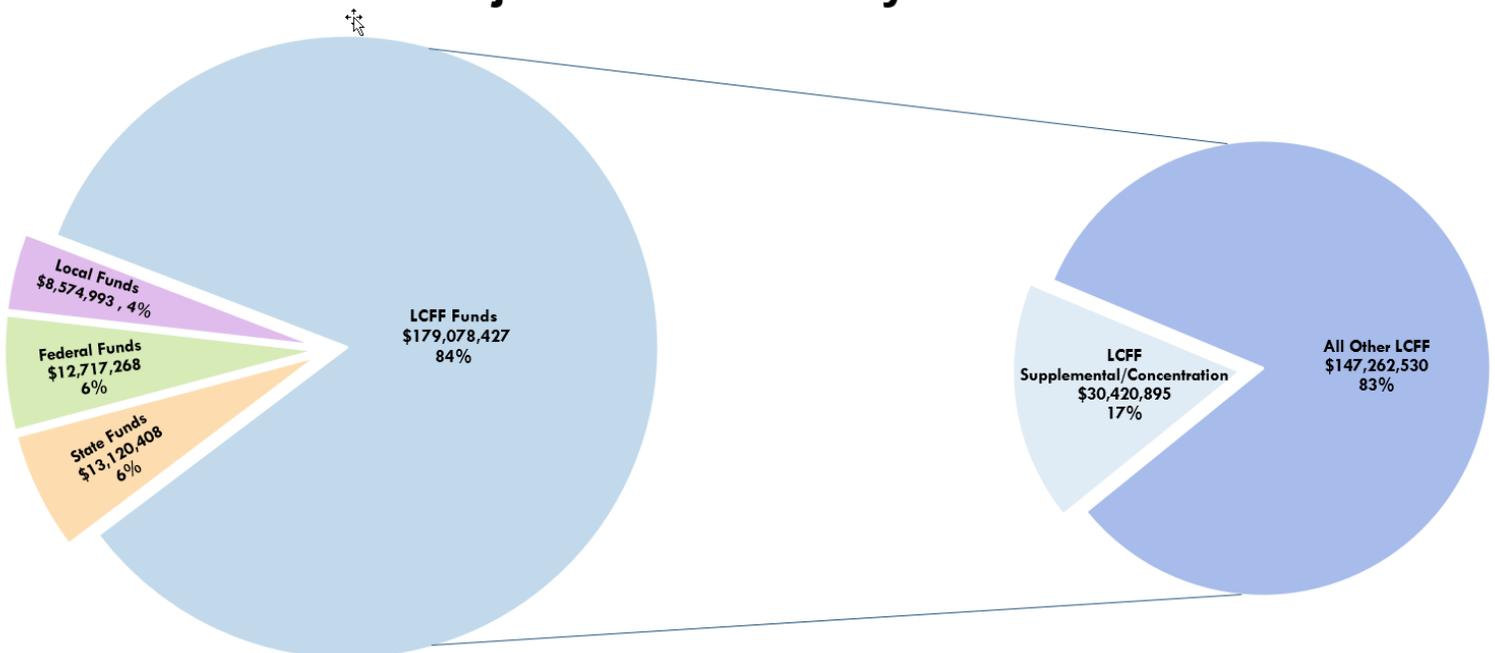LEA contact information:
Ketti Davis
Superintendent

559-274-4700

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

Budget Overview for the 2022-23 School Year
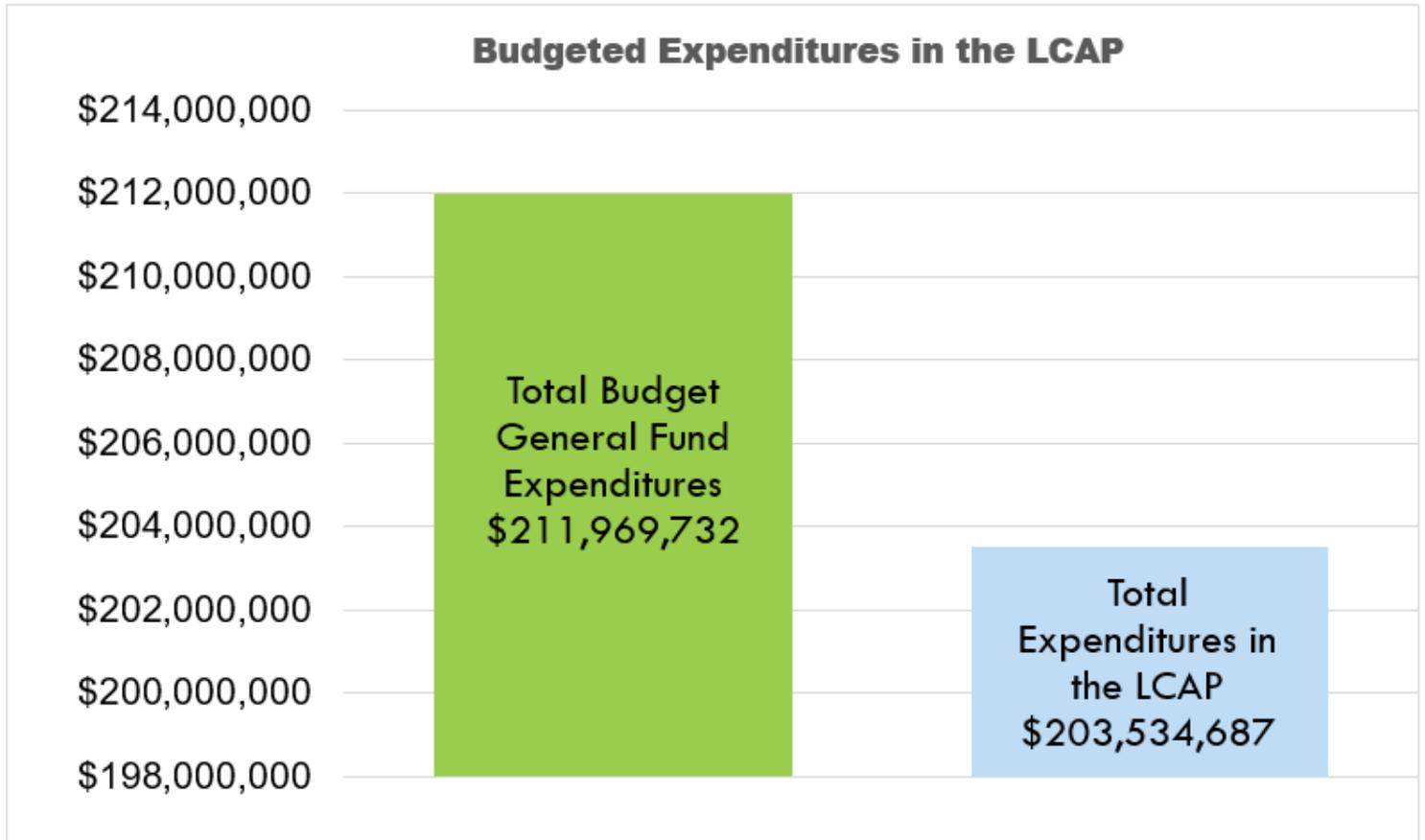
Projected Revenue by Fund Source

Local Funds $8,574,993 , 4%
Federal Funds $12,717,268 6%
State Funds $13,120,408 6%
LCFF Funds $179,078,427 84%

LCFF Supplemental/Concentration $30,420,895 17%
All Other LCFF $147,262,530 83%

The text description for the above chart is as follows: The total revenue projected for Central Unified School District is $212,096,094.21, of which $179,078,427 is Local Control Funding Formula (LCFF), $13,120,408.10 is other state funds, $8,574,992.6 is local funds, and $12,717,268.35 is federal funds. Of the $179,078,427 in LCFF Funds, $30,420,895 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budget General Fund Expenditures $211,969,732

Total Expenditures in the LCAP $203,534,687

This chart provides a quick summary of how much Central Unified School District plans to spend for 2022-23. 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 $211,969,732.29 for the 2022-23 school year. Of that amount, $203,534,687.29 is tied to actions/services in the LCAP and $8,435,045.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Districts "On-Behalf Pension Contributions" - $8,337,894 and the "Apprentice Program" - $97,151.00

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Central Unified School District is projecting it will receive $30,420,895 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 $31,438,845.96 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 2021-22
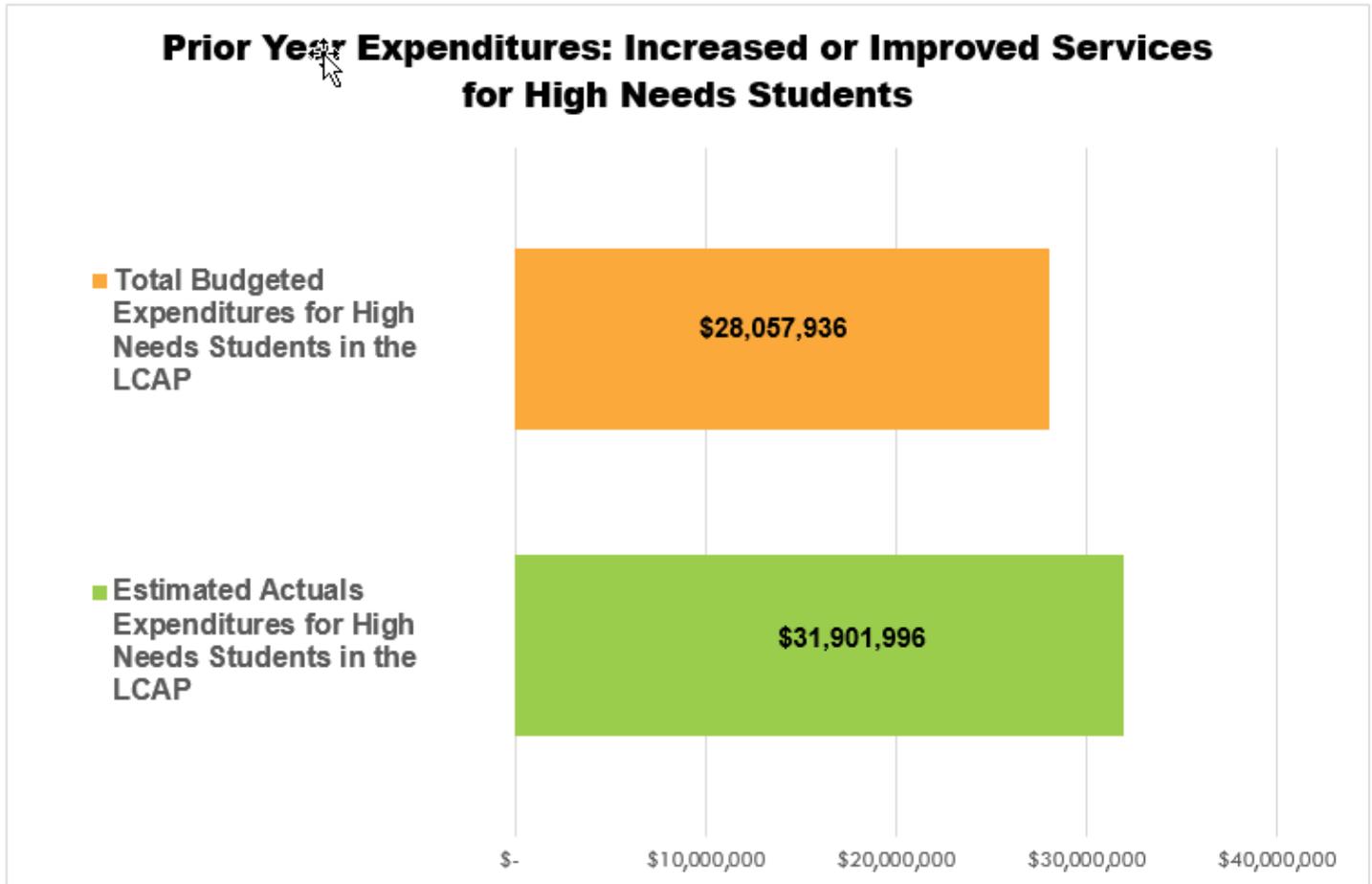
This chart compares what Central Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Central Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Central Unified School District's LCAP budgeted $28,057,935.56 for planned actions to increase or improve services for high needs students. Central Unified School District actually spent $31,901,996.42 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $3,844,060.86 had the following impact on Central Unified School District's ability to increase or improve services for high needs students:

With the return to school in fall 2021, staff and students arrived with a clear purpose to reestablish safe in-person learning and to address the needs of unfinished learning for high needs students (foster youth, English learner and low income). In an effort to meet needs, Central USD adding staffing, intervention services, social emotional

and behavioral supports in addition to professional learning for staff and teachers. In pursuit of this goal, the district spent $3,844,060.86 more than originally budgeted in the 2021-22 plan.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

During fall 2021, Central USD utilized multiple means for encouraging meaningful community engagement with families, students, and the local community. Specifically, the district asked all required community members to help the district identify the unique needs of the community, especially related to the effects of the COVID-19 pandemic, and decide about how to utilize all additional funding to provide services for staff and students of the district. The district solicited community engagement via live virtual meetings, targeted surveys, email communications, Parent Square communications, and student roundtable discussions. When students were consulted, they indicated that of all possible uses of the funds, they felt that returning to safe in-person learning (more health staff, more social distancing, frequently sanitizing, PPE, etc.) was most important to them followed by increased mental health and behavior supports. Community meetings were hosted on Zoom by Area Administrators. Comments noted during community meetings indicated that participants overwhelmingly requested sites for rapid testing for the COVID-19 identification and staffing to keep them running efficiently. Further feedback after testing centers and additional health staff needs were met including the need to add additional staff at school sites both in behavioral/social-emotional supports and classroom staffing.

In addition to continuous interactions with educational partners during the spring and fall of 2021, the district conducted surveys soliciting input, to confirm priorities and further engage educational partners regarding the use of the additional concentration funds. This process included input from certificated and classified employees, community members, parents, students, and advocacy groups. Central USD conducted a Thought Exchange from February 15, 2022, to February 18, 2022. Strong trends noted from the Thought Exchange interactions included adding staff to further support:

- Students with Disabilities (SWD)
- Academically at-risk students
- Social-emotional supports
- English Learners

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Central USD school sites that have an enrollment of unduplicated students groups greater than 55% include:

Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague
Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation

The methodology we used to determine which sites have the greatest need for additional staffing was an analysis of academic data (local, CAASPP, and ELPAC), any facilities needs, attendance, and demographic data in terms of the number of EL students and/or students with special needs.

The staff positions that will be increased for services at Tier 1 and Tier 2 schools include:
- Psychologists -one per tier
- 2 Speech-Language Pathologists-one per tier
- 4 RSP and SDC teachers
- 2 Intervention Counselors-one per tier
- 1 GIA (Teague)
- 1 Student Information System Manager
- 1 Teacher on Special Assignment –At-risk students (Pershing)
- 1 Principal's Secretary (COHS)
- 1 Counselor (COHS)
- 1 EL Newcomer Teacher-itinerant
- 7 EL Teachers @each tier 1 & 2 elementary

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

During fall 2021, Central USD utilized multiple means for encouraging meaningful community engagement with families, students, and the local community. Specifically, the district asked all required community members to help the district identify the unique needs of the community, especially those related to the effects of the COVID-19 pandemic, and decide on how to utilize all additional funding to provide services for staff and students of the district. The district solicited community engagement via live virtual meetings, targeted surveys, email communications, Parent Square communications, and student roundtable discussions. When students were consulted, they indicated that of all possible uses of the funds, they felt that returning to safe in-person learning (more health staff, more social distancing, frequently sanitizing, PPE, etc.) was most important to them followed by increased mental health and behavior supports. Community meetings were hosted on Zoom by Area Administrators. Comments noted during community meetings indicated that participants overwhelmingly requested sites for rapid testing for the COVID-19 identification and staffing to keep them running efficiently. Further feedback after testing centers and additional health staff needs were met including the need to add additional staff at school sites both in behavioral/social-emotional supports and classroom staffing.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery from the COVID-19 Pandemic:

Local Control and Accountability Plan 2021-2022: https://4.files.edl.io/4330/08/05/21/160253-19bc23c1-532d-48f1-b51d-f3edd312fecc.pdf --pp. 79-82
ESSER III Expenditure Plan: https://4.files.edl.io/d1b9/10/28/21/190536-51bc89b3-20e4-4c43-936a-dddc34c1f2c1.pdf --pp.2-4
Learning Continuity and Attendance Plan: https://4.files.edl.io/e99d/09/24/20/173318-219ce58f-4f2d-438f-809a-da4332bdd5ed.pdf--pp. 3-5
Expanded Learning Opportunities Grant Plan: https://4.files.edl.io/2fae/05/26/21/183542-fa3b614d-1d31-4cb3-81ac-6150794f54c8.pdf pp. 1-2

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Using American Rescue Plan Act (ARP) funds and noted in the federal Elementary and Secondary school Emergency Relief (ESSER) plan, Central USD created COVID 19 rapid testing team that provided for staff and student rapid testing by appointment. This action has allowed access to COVID -19 status promptly and enabled staff and students to quarantine if necessary or return to school/class as soon as possible.

While the district funds ongoing facility maintenance and repairs, ESSER funds have been used to promote a positive, safe school climate by enhancing routine maintenance and maintaining clean and safe facilities and school sites. ESSER funding paid for deep cleaning, sanitizing, and PPE materials to provide a safe and healthy educational experience for students and staff. The district used ESSER funds to provide a robust professional development program for staff that supports strong Tier 1 instruction, differentiated support for on-grade level standards mastery (Tier 2), and how to address gaps in prerequisite skills brought on by the disruption of learning. Training for all staff supports student wellness, safety, and equity, and continues to grow parent training at community learning hubs that address family literacy, home: school communication through technology, and college and career planning.

Central USD used ESSER funds to hire additional health staff to meet the growing needs. This increase included four Licensed Vocational Nurses (LVN) and one Registered Nurse (RN). Additionally, the district used ESSER funds to augment baseline transportation costs including bus drivers to allow more social distancing and decrease time on enclosed buses. Central USD added three student liaisons for secondary lunch supervision. The liaisons monitor students to ensure compliance with social distancing and mask-wearing preventative measures to promote student safety and good health. The district has used ESSER funds to build upon existing services and provide instruction before school starts, during Thanksgiving break, winter break, and spring breaks, as needed, as well as planning for 4-6 weeks of the summer session to students needing extended support in literacy, numeracy, and English Language acquisition. Intersession will also include credit-recovery for high school students in danger of not meeting graduation requirements, students below grade level in English Language Arts and Mathematics, and students needing additional time for achievement of goals based on Individualized Education Plans.

Central USD allocated funding to school sites to address unfinished learning and to provide social-emotional learning (SEL) supports. This funding was used to provide additional support personnel, intervention teachers, literacy and math resources, and site-level training needed to implement school plans effectively. Central USD also enhanced tutoring by providing online services for students 24/7 to allow all students access to fully qualified teachers of all core subject areas. Sites also used allocations to provide integrated student support to address other barriers to learning that were exacerbated by the pandemic. This funding might include behavior intervention teachers, SEL/Behavior resources, and site-level training needed to implement school plans effectively. Central USD supported Expanded Learning Programs (ELPs), formerly called After School Programs, to include all elementary school sites. The district will continue the implementation of Intensive Opportunity Support at elementary and middle school to restore behavior and reset students on the path towards graduation, college, and/or career preparation. Additional site allocations were dispersed at secondary to support college career readiness and assist credit deficient students that may have fallen behind as a result of the pandemic.

ESSER funding was used to create community hubs and technology for staff, community, and students to ensure educational equity during the pandemic and as students returned to school. These hubs serve community needs and continue the implementation and support of community learning hubs in each of the three areas of Central Unified to provide expanded services such as career counseling, tutoring, mental health services, and parent training. Central USD will continue access to technology and the internet to allow students and families to stay connected to school resources beyond the school day.

Finally, Central USD implemented the requirements of AB 130 through an updated and expanded independent study program. The program entails short-term participation of 3-15 days and a long-term program of 15 or more days. Per this action, teachers that have students on quarantine for issues related to COVID 19 provide materials and components of the instructional program for students. The long-term

quarantine students receive synchronous and/or daily live integration in addition to their regular instruction program. Quarantine Independent Study Teacher. (Q-IST). The program utilizes independent study facilitators, that are certificated staff that ensure students have materials and curriculum needed, verify student work completion, and document the synchronous and daily live instruction.

Successes to date include the implementation of the rapid testing center, adding health staff and student liaisons, academic and SEL interventions, the utilization of independent study to keep quarantined students on track and engaged in school, increased hours available for credit retrieval and college career readiness, and customized professional learning to support staff during return to in-person learning. As the pandemic continues, challenges remain. Facilities are sanitized and deep cleaned, but progress renovating and updating equipment and campuses is still in the process due to supply chain issues and long order fulfillment timelines. The district continues to recruit and hire transportation staff in a competitive hiring market. Extended learning time and intercessions are in the planning stages and will roll out as the spring semester progresses (both spring break and summer sessions).

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

LCAP Goal 1 Action 4--Additional Academic Services & Extended Learning: LCAP provides funding to provide additional academic services to address unfinished learning that may have occurred during distance learning or school closures. To further address the academic impact of lost instructional time, the district routinely examines assessment data to determine learning gaps. Central USD also provides funding for extended learning and provide instruction before school starts, during Thanksgiving break, winter break, and spring breaks, as needed, as well as for 4-6 weeks of the summer session to students needing extended support in literacy, numeracy, and English Language acquisition. Intersession includes credit recovery for high school students in danger of not meeting graduation requirements, students below grade level in English Language Arts and Mathematics, and students needing additional time for achievement of goals based on Individualized Education Plans.

LCAP Goal 1 Action 4 & 5-- Professional Learning: LCAP provides funding for a robust professional development program to ensure strong Tier 1 instruction, differentiated support for on-grade level standards mastery (Tier 2), and addressing gaps in prerequisite skills brought on by the disruption of learning. Additionally, the district provides training for all staff that supports student wellness, safety, and equity, and continues to grow parent training at community learning hubs that address family literacy, home: school communication through technology, and college and career planning.

LCAP Goal 1 Action 4, Goal 2 Action 7--Accelerating Progress to Close Learning Gaps: LCAP provides funding to accelerate progress to close learning gaps due to interrupted schooling. The services principally focus on underserved students to close learning gaps and may include additional support personnel, intervention teachers, literacy and math resources, and site-level training needed to implement school plans effectively. Central USD has also enhanced tutoring by providing online services for students 24/7 to allow all students access to fully qualified teachers of all core subject areas. In addition, tutoring services have available online writing labs to allow students access to

feedback on individual writing assignments.

LCAP Goal 1 Action 8, Goal 2 Action 1--Graduation Rate/College Career Readiness: LCAP provides funding to support college career readiness and assist credit deficient students that may have fallen behind. Services principally focus on low-income pupils, ELs, Foster Youth, Students with Disabilities, and other subgroups that will benefit from supplemental services to meet graduation requirements. Expenditures may include additional counseling, resources, access to college and career learning, or any other support opportunities.

LCAP Goal 2 Actions 1 & 2 Community Learning Hubs/Educational Technology: LCAP provides funding for community hubs and technology for staff, community, and students to ensure educational equity. The hubs serve community needs and provide expanded services such as career counseling, tutoring, mental health services, and parent training. Central USD will continue access to technology and the internet to allow students and families to stay connected to school resources beyond the school day.

LCAP Goal 2 Action 5--Health Staff: LCAP funds basic health services for Central USD. To meet the increasing needs of health services the district has committed to hiring additional health staff to meet the needs.

LCAP Goal 2 Action 5, Goal 3 Action 3--Integrated Student Supports to Address Other Barriers to Learning: LCAP provides funding for integrated student supports to address other barriers to learning that were exacerbated by the pandemic. The district expenditures are principally focused on low-income pupils, ELs, Foster Youth, Students with Disabilities, and other subgroups identified to close learning gaps. Funding includes additional support personnel, behavior intervention teachers, SEL/Behavior resources, and site-level training needed to implement school plans effectively. The district continues SEL and Behavior Support through Central's SAFE Team and Behavior Response Team that identify, model, and support in-class intervention as well as develop and provide Tier 3 services for identified students. The district continues implementation of Intensive Opportunity Support at elementary and middle school to restore behavior and reset students on the path towards graduation, college, and/or career preparation. Central USD also supports Expanded Learning Programs (ELPs), formerly called After School Programs at all elementary school sites.

LCAP Goal 3 Action 1--Facilities: LCAP funds ongoing facility maintenance and repairs including a positive, safe school climate by enhancing routine maintenance and maintaining clean and safe facilities and school sites.

Additional alignment for actions and services is noted in the 2021 Safe Return to In-Person Instruction and Continuity Plan @ https://4.files.edl.io/1cbf/02/15/22/174700-089e9ca7-986e-4673-82ca-a37643249169.pdf

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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

The Central USD area continues to be an area of growth with a mix of affordable, entry-level housing and higher-end homes, and numerous farms and ranches. Central USD consists of fourteen elementary schools, three middle schools, three high schools, one alternative education high school, one online school, two community day schools, and one adult school. Central USD currently serves approximately 15,841 students. Central USD students come from a rich mix of ethnic and cultural backgrounds. Of our 15,742 students, 13.9% are English Learners (EL), 0.7% are foster youth (FY), 0.2% are homeless, 70% are socioeconomically disadvantaged (SED) and 9.7% are students with disabilities (SWD). 60.7% of students are Hispanic, 12.7% White, 15% Asian, and 8.4% African American. (CA 2021 Dashboard)

At Central USD, we believe that every student can learn. The district seeks to prepare every student for college, career, and community while ensuring that every student meets or exceeds grade-level standards. Central USD's vision is that every child is prepared for success in college, career, and community. Central USD seeks to have every student engaged in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. Central USD's core values are character, leadership, innovation, and continuous improvement.

Reflections: Successes

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

The Central USD LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The 2021-24 LCAP features goals in 3 areas:

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

During the 2021-22 school year, the CA Dashboard, a statewide measure determining district performance levels for accountability, did not publish complete accountability data due to school closures and the lack of state testing data. Performance on the California School Dashboard is identified through a status system using a color scale: blue=very high; green=high; yellow=medium; orange=low; red=very low. When reviewing data from the last published dashboard, there are many successes to highlight for Central USD.

The Academic Performance Indicator is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and grade 11. The 2019 CA Dashboard indicator shows English Language Arts (ELA) performance improved by 3.3 points. Math performance improved by 6.1 points. 48.1% of English Learners (ELs) made progress toward English language proficiency, and 31.4% of graduating students were prepared for college and career, an increase of 2% from the previous year. The Academic Engagement Indicator noted an increase in the graduation rate of 1%, bringing the district into the 'green' indicator area. All Local Indicators are noted as being 'met' by the district. Due to the COVID 19 pandemic, the Dashboard was frozen for the 21-22 school year and will resume with baseline academic indicators in Fall 2022.

Through the Blueprint for Academic Success, the district added math intervention with a focus on grade 3. Math professional learning included alignment of math standards mastery district-wide, with targeted emphasis on coherence to practice for students. This strategy includes on-grade level instruction with increased time during the day for mathematics (TK-6). Staff also committed to one math domain focus for ALL grades (selected by the grade) to develop foundational skills and expand learning. The district continued with the

implementation of ELA intervention but paid special attention to equity of services for SWD and EL students. Central USD is committed to safe schools and supporting social-emotional learning by adding staff to the SAFE team, funding behavior supports instructional aides, and funding staff for the site "Thinkerys". The Special Education department restructured the diploma track for students with Individualized Education Programs (IEPs)and saw a 6% increase in the graduation rate. At the secondary level, the district celebrated the success of 230 students awarded the Golden State Seal (The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas) and 53 students awarded the State Seal of Biliteracy (The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.) Central USD featured engaging experiential learning that supports problem-solving and encourages thoughtful risk-taking by funding 6th-grade camps that feature an educational approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking for each elementary site. 6th-grade students experienced Scout Island and focused on team building and self-growth challenges. Other sites attend Sierra Outdoor Camp in Sonora, experiencing science and learning about nature, (raptors, conservation, dissecting owl pellets using a compass, and building a shelter).

As of March 2022, about 13,550 Chromebooks have been distributed to support blended learning. Also, all devices in classrooms 3rd through 12th grade were updated to brand new Chromebook models that will enable our students to access the most relevant content. Lastly, 4,360 hotspots were given to students to support low bandwidth while learning at home. These devices allow students 24/7 access to learning resources. Bandwidth utilization continues to rise as digital requirem

Reflections: Identified Need

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

As noted above, performance on the California School Dashboard is identified through a status system using a color scale: blue=very high; green=high; yellow=medium; orange=low; red=very low. While the district has some student groups that scored in the green range, we also have student groups that demonstrated growth but did not reach green or blue. The district also has student groups that scored in the orange or red range, signifying our greatest needs. The Academic Performance Indicator has grown in math and ELA with an overall color of 'yellow' for all students; however, Foster Youth (FY), Students with Disabilities (SWD), African American (AA), and ELs are only performing the the 'orange' or low range. The indicator for math shows FY in an 'orange' or low range while all other students scored in the 'yellow' range. The College & Career Indicator (CCI) shows all students at the 'yellow' level. Still, SWDs are noted in the 'red.' AA students are in the 'orange.'
The Academic Engagement Indicator graduation rate improved overall. However, ELs and SWDs are still lagging in the 'orange' and 'red' range, respectively. With an increase in the suspension rate of 0.5%, the district falls in the 'orange' level with FY and homeless students in the 'red' range. With chronic absenteeism at 12.5 % and the return to school from occurring, the district will address re-engaging students to make sure they transition successfully to in-person learning.

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

Due to the 2018 CA School Dashboard red indicators in Math, College Career Indicator (CCI), Graduation Rate, and Suspension Rate for students with disabilities (SWD), Central is currently identified for Differentiated Assistance. Central USD continues the work with staff from the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team as continue year three in a Network Improvement Community (NIC) with guidance from West Ed to ensure improvement areas noted above for students with disabilities. The NIC work has prompted the four identified schools to test change ideas that they believe will have a positive impact on outcomes for SWD and have identified the need to study how to spread and scale the ideas that are working.

The most recent local iReady data indicators show improvement is needed in English-language arts and math; especially for EL students and SWD. 2021-2022 iReady Reading (December) indicates overall student performance decreased 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (December) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (December) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (December) indicates overall student performance decreased 9 points from the 2020-2021 school (32% to 23%). To address these needs, Central USD has implemented a "Blueprint for Academic Success" that encompasses a focus on improved communication, building staff capacity, providing structured feedback, and benchmarks to celebrate progress along the way. Professional learning will focus on monitoring grade-level instruction with increased time dedicated to mathematics, use of consistent guided reading and small group reading in all Tk-2 classrooms, increased implementation and monitoring of daily Designated English Language Development (D-ELD) and highly functioning Professional Learning Communities with frequent data cycles that include a heightened focus on English Learner (EL) students, Students with Disabilities (SWD) and students of color.

LCAP Highlights

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

The Central USD LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The Central USD 2021-24 LCAP features goals in 3 areas:

- Goal 1-Central Unified School District will ensure all students meet or exceed academic standards and successfully prepare for college, career, and community.

- Goal 2-Central Unified School District will connect every student to school by providing access to education opportunities and creating an engaging environment conducive to learning.
- Goal 3-Central Unified School District will operate effective, efficient, and safe schools that promote a positive climate and welcoming culture.

The district is committed to creating positive learning outcomes for all students despite the interruption of learning caused by the COVID-19 pandemic and school closures. The district will leverage changes made during school closures and distance learning that positively impacted student learning. Central USD will continue with solid instruction on content appropriate for each grade level with high levels of engagement and high expectations. To re-engage chronically absent students, the district will focus on continuing to provide resources (hotspots, Chromebooks), deploy intensive attendance support services and staff, assign staff for home visits and wellness checks, as well as provide mental health services. Moving through the next three years, the district will continue to work with educators to ensure the acceleration of learning, equity, and well-being. The work will include mining and employing re-engagement opportunities for students, adjusting tiers 1,2, and 3 Academic, Social-Emotional Learning (SEL), and Behavior Interventions as needed to serve student needs and increase in-person mental health services. Academic support will include intervention and extended day tutoring as needed with continued professional development for staff to support accelerating learning. Off time (summer, spring break) will be used for academic academies and credit retrieval. Staff will look to the implementation of diagnostic assessments, reading labs, during and after school tutoring, and monitoring grade-level instruction and assignments.

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

- On-grade level instruction with increased time for mathematics (TK-6)
- Consistent guided reading and small group reading instruction in all TK-2 classroom
- Intervention inclusive of EL and SWD
- PLCs with frequent data cycles; focus on EL, SWD, and students of color

The blueprint includes acceleration strategies to ensure students recoup unfinished learning that occurred during the pandemic and school closures. Identified acceleration strategies are:
- Commit to one math domain for focus in ALL grades that develop a foundation
- Increase writing instruction for students in all courses using the vocabulary of the standards and SBAC stems
- Allow students to retake assessments following reteach/intervention to develop mastery of standards
- Provide at least five(5) IAB/FIAB in both ELA and Math prior to Spring Break

Comprehensive Support and Improvement

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

Schools Identified

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

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

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

Support for Identified Schools

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

After reviewing CA Dashboard data as well as multiple local measures, Central Unified School District (USD) researched avenues for differentiated assistance/support and met with Fresno County Superintendent of Schools (FCSS) staff to determine options to dive into continuous improvement work. The district then developed a plan for the 2020-21 school year with the collaboration of FCSS Differentiated Assistance staff and experts from WestEd. During the COVID 19 pandemic, the California Department of Education 'froze' CSI school identifications. Central USD will extend the agreed-upon plan into the 2021-22 school year.

Central USD continued with the formation of a Central Networked Improvement Community (NIC) including CSI schools to study the challenges facing CSI schools and the next steps to address those challenges. When selecting approved interventions, the district staff relied on published resources (i.e. What Works Clearinghouse) to identify evidence-based interventions and specifically selected recommendations with strong evidence around improving adolescent literacy, increasing academic achievement, decreasing dropout rates, and increasing graduation rates. Central USD convened the CSI NIC with CSI-identified school leadership teams to determine the potential causes of the poor student performance on dashboard indicators. During the meeting, the district discussed the reviewed criteria and qualifications for each category.

As the improvement work progressed during the fall of 2020, each identified site brought leadership teams that included grade-level representatives, support staff (mental health and safety team), and administrators to a virtual meeting. Educational Services staff and the Central USD Area Administrators began the process by guiding the site teams through a data-based needs analysis. Data reviewed included classroom observations, academic performance on the 2019 Smarter Balance Assessment Consortium (SBAC) test results in English Language Arts (ELA) & Math, local benchmark data, graduation requirement trends, staffing requirements, and a closer look at student subgroups that were not meeting performance goals, meeting performance goals, and exceeding performance goals. Teams also reviewed performance indicators on the CA Dashboard including suspension rates, chronic absenteeism, and graduation rate (Pathway & Pershing).

Teams were walked through root cause analysis protocol as an entry point to beginning the work of improvement science. The teams then identified key deficits and areas to begin to study more in-depth. The teams also looked at the parent, student and staff educational partner input and surveys to incorporate their experience and voice into the analysis. Teams created a 'next steps' preliminary plan to improve outcomes for all students by using improvement science methods, strategies, and processes. The district scheduled follow-up dates with the teams during the remaining months of 20-21 and continuing in the 21-22 school year to reconvene the NIC to discuss goals and monitor progress.

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

District Area Administrators for CSI school sites along with Educational Services staff will work during the year with CSI sites to help them monitor and correct actions/strategies in the CSI school plans based on data analysis and the reviewing of root cause analysis elements. Information compiled throughout the year will be shared at all regular School Sites Council (SSC), English Learner Advisory Committee (ELAC), and other parent and staff meetings. In addition, sites will meet quarterly with their own teams (by grade level or department) in tandem with their site mental health staff and safety teams. All revised and target areas for CSI schools will be tied to existing and future LCAP goals, which are aligned with the board-supported superintendent's goals.

Additionally, Central USD uses CSI funding to construct, implement, and monitor evidence-based interventions for both Math and ELA at the sites identified. The district has increased the frequency of monitoring for academic success and auditing resources to determine if any resource inequities exist. Central USD Area Administrators will continue to work with CSI-identified sites during bi-weekly meetings to guide site administration as they consistently monitor existing inequities and examine data for evidence of new resource inequities. The district will continue to work with and solicit support from both the FCSS Differentiated Assistance team and participate in a West Ed NIC to ensure collaboration and additional evaluative lenses on the process and implementation.

Monitoring and Evaluating Effectiveness

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

As mentioned above, CSI schools will have regularly scheduled meetings with their Area Administrators that will include progress toward CSI goals and actions as a standing item. In order to monitor and evaluate the implementation of the CSI school plans, these meetings will include an analysis of current performance data as well as the implementation of agreed-upon actions as discussed in their SPSA as well as their 'Coaches Forum' meetings and will include a review of the measures described below. Area Administrators will recommend continued/revised/or increased activities as needed. CSI schools will meet quarterly with Educational Services staff and their Area Administrators to analyze data, plan, and revise actions as necessary. CSI schools will also participate in a NIC facilitated by FCSS and West Ed in order to understand the improvement science process and how it can help teams influence progress positively. Central USD will collect data that is determined sufficient to monitor the implementation and effectiveness of the plan. The district considers local ELA & Mathematics benchmark scores, suspension/expulsion data, attendance, local literacy data, local behavioral and social-emotional service data, Panorama survey data in addition to the most updated CA Dashboard data in these areas.

Engaging Educational Partners

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

Meaningful engagement of parents, students, and other educational partners, including those representing the subgroups identified in Education Code 52052, is critical to the LCAP and budget process. Central USD continues to focus on increasing engagement in the input process. Ongoing consultation with the regional SELPA was embedded in their meetings throughout the school year. District Input sessions included input opportunities for parents/guardians, classified & certificated staff, parent advisory groups, site principals, site middle leaders, and certificated and classified management. Most sessions were held virtually, allowing for educational partners to comment through the process. The district's DELAC committee requested to meet in person and that meeting was held on March 17, 2022. Site meetings were also held in person for on-site staff during their regularly scheduled staff meetings in March and April. Directors for Educational Services met on March 11, and May 9 to collaborate, discuss and provide input for the plan. The Superintendent's Cabinet met and discussed LCAP input, data, goals, and actions on January 24 and May 9, 2022.

The district hosted 4 in-person meetings district-wide and provided interpretation (Spanish, Hmong, Punjabi & Arabic), food, and childcare for the meetings as needed. Live sessions were hosted by the Area Administrators. The sessions featured a review of existing goals/actions as well as support to participate in the Thought Exchange web-based survey platform. All principals solicited input from their staff including teachers, paraprofessionals, and other classified staff, and the ideas and feedback were collected at the district level. Educational Partners were informed of the input process and opportunity to participate in the Thought Exchange by district and school site web postings, flyers-both paper and posted on the district-wide PeachJar (English, Spanish, Arabic, Punjabi & Hmong), Parent Square, telephone messages (English, Spanish, Punjabi, Arabic & Hmong) as well as social media (Facebook, Instagram, Twitter). Community Liaisons and the Family Outreach Liaison worked with school sites to contact parents and inform them of the opportunities for attendance.

District-Wide Meetings were held on the dates noted below:
March 28, 2022-9-10 am- Rio Vista Middle School
March 29, 2022-5-6 pm -Glacier Point Middle School
March 30, 2022-5:30-6:30 pm-El Capitan Middle School
March 31, 2022-6-7 pm - Biola Elementary

Migrant Parent Advisory Committee (M-PAC), District Parent Advisory Committee (PAC), and District English Learner Advisory Committee (DELAC) representatives informed their site committees of the importance of parent input and encouraged their members to attend. State & Federal staff and the EL department met with M-PAC parents and the DELAC and PAC committees. Once all the input was collected, staff sorted on a spreadsheet and created charts to share with the Educational Services staff involved in writing and prioritizing goals & actions for the 2021-24 LCAP. Dates for all meetings or engagement input sessions are noted below:

The SELPA will be participating and will be available to consult on activities that align with a district's LCAP development and discussions. This includes the following:
- Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews

- Operations Committee Meetings
- Superintendent Governance Council
- FCSS LCAP and Compliance Workshops/Office Hour Meetings
- 1:1 meetings as requested

SELPA Operations Committee Meeting Dates:
January 28, 2022
February 17, 2022
March 23, 2022
April 15, 2022

Student Roundtables with the Superintendent:
October 11, 12, 13, & 15 2021
March 28, 29, 30 & 31 2022.

Site Input:
- March/April staff (including principal, other administrators, teachers, paraprofessionals, and other classified staff) meeting days (varied by site)

PAC:
- March 21, 2022
- May 19, 2022 review and comment to the superintendent

DELAC:
- March 17, 2022
- May 12, 2022 review and comment to the superintendent

M-PAC:
- April 26, 2022

CSEA:
- Via Thought Exchange March 25-April 1, 2022

CUTA:
- April 28, 2022, via zoom

The PAC reviewed a draft of the LCAP and provided feedback to the Superintendent on May 19, 2022, and the DELAC reviewed a draft of the LCAP and provided feedback to the Superintendent on May 12, 2022. The Superintendent provided written feedback on comments and

that feedback was posted on the district webpage on May 23, 2022. The plan was posted for Public Comment on May 19-27, 2022. California Dashboard State Local Indicators were presented at the June 28th board meeting. The LCAP went to the board for information and notice of a Public Hearing on May 24, 2022, with the Public Hearing held on June 14, 2022, and board approval occurring on June 28, 2022. The Central USD Board adopted the 2022-23 budget at the same meeting to the LCAP adoption (52062(b)(2)).

A summary of the feedback provided by specific educational partners.

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

All Groups:
o Provide safe places at schools for students (mental health/anxiety support, keep campuses ADA compliant)
o Add academic counselors to middle schools
o Provide family/community liaisons for every site to grow parent engagement and provide support in languages other than English
o Increase mental health support, behavioral support, counseling, and interventions(academic and social-emotional)
o Reduce class sizes
Students:
o Improve and add programs for English Learners-provide training for teachers of English Learners
o Provide tutoring and interventions or extra support for struggling students/increase help getting ready to graduate
o Provide staff who speak other languages to help parents understand how to help their children
o Provide Arabic language support-add an Arabic Community Liaison
o Keep schools in good repair
Parent Group Input (SSC, ELAC, DELAC, PAC, M-PAC):
o Increase counseling support for both academic and social-emotional needs-Intervention Counselors
o Continue to provide educational and social-emotional interventions
o Continue to give or increase tutoring
o Increase the number of family/community liaisons to provide support for all families, but especially the families of EL students
Parent Thought Exchange:
o Provide safe places at schools for students (mental health/anxiety support, keep campuses ADA compliant)
o Add academic counselors to middle schools
o Increase programs for social-emotional learning
o Improve food and nutrition choices at the schools
Certificated Staff:
o Provide technology to students in tandem with interventions
o Support low-income parents & students with fee waivers for AP, SAT, and PSAT testing
o Increase SPED programs in preschool
o Smaller class size in 4-6th grade
Classified Staff:

o Better staff training for safety committee participation
o More communication with parents regarding ELD, math, and reading interventions/expand and improve EL services
o Increase staff for supervision at lunch and PE (to prevent bullying)
o Improve food and nutrition choices at the schools
Community Partners:
o Provide more free sports for the kids in summer/summer programs
o Add Arabic as a foreign language class-hire an Arabic Community Liaison
o Provide safe and drug-free schools –Drug prevention programs and better supervision (security cameras)
o Provide staff training to help them deal with anxiety and depression symptoms
Administrators:
o Continue to invest in libraries and staffing
o Middle School SROs
o Improve school safety (add/update cameras)
o Increase programs that offer social-emotional support, including family/student activities
'Other':
o Focus on equity of services between the high schools
o Counseling support-focus on stopping bullying in schools
o Provide safe and drug-free schools –Drug prevention programs and better supervision
o There is a good home to school communication, but we could communicate better with parents of English Learners
Central Unified Teachers Association (CUTA):
o Connect students to school, especially those underrepresented students and newcomers-improve systems to reach out
o Social-Emotional support for students with equity and clear communication between all departments, support thinkeries at all school sites
o Continue to grow and support health staff (RN & LVN) Provide training and resources, including preparing for a potential COVID surge
o Support credit retrieval for students and academic support for all students (interventions)

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

Educational partners were very clear about the need to provide tutoring, extended days, interventions, and other available support for students struggling academically. The 2021-24 LCAP addresses this need in Goal 1 through actions that create a deliberate and articulate multi-tiered system of support (MTSS framework) that uses data to help match academic assessment and instructional resources to each and every student's needs. In addition, Goal 1 gives funds to sites to customize additional support at their site, provides Instructional Support Coaches (ISCs) to supply professional learning for teachers, supports libraries, ongoing assessment, Career Technical Education (CTE), and expands services to support English Learners and their teachers. Input sessions frequently brought up social/emotional support and mental health services as well as support for behavior interventions. There was also a clearly articulated concern about the return to school and the impact that school closure had on the mental wellness and social-emotional needs of students. Goal 2 embraces SEL and mental health and behavioral support by implementing and refining the MTSS for Social-Emotional Learning (SEL) and the MTSS for Behavior. These support systems will include professional learning for staff, resources for specialized student monitoring and support, and a curriculum to help

students make healthy choices both emotionally and behaviorally. Goal 2 also addresses a broad course of study, including electives mentioned by community partner input and collective bargaining groups as well as actions to support both academic and career counseling. Finally, all partner groups, specifically students, counselors, classified staff, and CUTA) noted that there was a need to continue to grow parent engagement and improve bilingual communication and relationships with our families that speak languages other than English. Goal 3 will include actions to support access to technology, parent engagement, parent education, support for parents that speak another language, and liaison services.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. The CA Dashboard measures how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. Data on the 2019 Dashboard indicates both ELA and Math are 'yellow'. While ELA performance increased by 3.3 points, overall, Central USD students were still 13.6 points below standard. Math performance increased by 6.1 points in 2019 however, Central USD students were still scoring 46.5 points below standard. Additionally, with school closure during spring 2020 and distance learning during much of the 20-21 academic school year, the district expects the need to focus on learning recovery for some students. As noted in the earlier Identified Needs section of this plan local iReady data indicators show improvement is needed in English-language arts and math; especially for EL students and SWD. 2021-2022 iReady Reading (Mid Year) indicates overall student performance decreased by 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (Mid Year) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (Mid Year) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (Mid Year) indicates overall student performance decreased by 9 points from the 2020-2021 school (32% to 23%).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Performance Indicator CA Dashboard Note: Local assessment will be used until CA Dashboard results become available	Data Year 2020-21 Data Source: CA Dashboard iReady Reading - 44% students mid or above grade level or early on grade level	Data Year 2021-22 iReady Reading End of the Year -students mid or above grade level or early on grade level All: 40% EL: 17%			Data Year 2023-24 Data Source: iReady Reading End of the Year-students mid or above grade level or early on grade level All: 50% EL: 27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY: 29% LI: 34% SWD: 16%			FY: 39% LI: 44% SWD: 26%
Math Performance Indicator CA Dashboard Note: Local assessment will be used until CA Dashboard results become available	Data Year 2020-21 Data Source: iReady Math - 32% students mid or above grade level or early on grade level	Data Year 2021-22 iReady Math End of the Year-students mid or above grade level or early on grade level All: 37% EL: 17% FY: 19% LI: 30% SWD: 16%			Data Year 2023-24 Data Source: iReady Math End of the Year-students mid or above grade level or early on grade level All: 47% EL: 27% FY: 29% LI: 40% SWD: 26% SWD:
College Career Indicator-CA Dashboard Note: Local measures will be used until CA Dashboard results become available (A-G & CTE Completion Rate)	Data Year 2019-20 Data Source: CALPADS 46% of pupils who completed a CTE pathway & also met UC/CSU A-G requirements	Data Year 2020-21 Data Source: CALPADS All: 44.8% EL: * FY: * LI: 41.6% SWD: * *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student			Data Year 2023-24 Data Source: CALPADS/CA Dashboard Indicator Pupils completed a CTE pathway and met UC/CSU A-G requirements All: 56% EL: 11% FY: 11% LI: 52.8% SWD: 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		population (cohort students) is 10 or less.			
EAP ELA Note: Local data will be used to determine until CAASP results become available	Data Year 2019-20 Data Source: CAASP 55% of pupils scoring conditionally ready or higher	Data Year 2020-21 Data Source: CAASP Pupils scoring conditionally ready or higher All: 40% EL: 15% FY: * LI: 37% SWD: * *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.			Data Year 2022-23 Data Source: CAASP Pupils scoring ready or higher All: 64% EL: 39% FY: 24% LI: 61% SWD: 24%
EAP Math Note: Local data will be used to determine until CAASP results become available	Data Year 2019-2020 Data Source: CAASP 26% of pupils scoring conditionally ready or higher	Data Year 2020-21 Data Source: CAASP Pupils scoring conditionally ready or higher All: 17% EL: 6%			Data Year 2022-23 Data Source: CAASP Pupils scoring ready or higher All: 35% EL: 24% FY: 18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		FY: * LI: 14% SWD: * *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.			LI: 32% SWD:18%
Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Data Year 2020-21 Data Source: CA Dashboard Full implementation	Data Year 2021-22 Data Source: CA Dashboard Local Indicator Full Implementation			Data Year 2023-24 Data Source: CA Dashboard Full Implementation and Sustainability
English Learner Progress Indicator (ELPI)	Data Year 2018-19 Data Source: CA Dashboard Fall ELPI 48.1%	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 16% Level 3- 39% Level 2- 32% Level 1- 13%			Data Year: 2022 & 2023 Data Source: CA Dashboard Fall 2023 ELPI
EL Reclassification Rate	Data Year 2020-21 Data Source: DataQuest	Data Year 2021-22 Data Source: Aeries* *Data Source changed to local information to			Data Year 2023-24 Data Source: Aeries 16% reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4.4% reclassification rate	11% reclassification rate reflect the most current data.			
A-G & CTE Completion Rate	Data Year 2019-20 Data Source: CALPADS 46% of pupils who completed a CTE pathway & also met UC/CSU A-G requirements	Data Year 2020-21 Data Source: CALPADS Pupils who completed a CTE pathway & also met UC/CSU A-G requirements Data Year 2020-21 Data Source: CALPADS All: 44.8% EL: * FY: * LI: 41.6% SWD: * *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.			Data Year 2023-24 Data Source: CALPADS/CA Dashboard Indicator if applicable Pupils completed a CTE pathway and met UC/CSU A-G requirements All: 56% EL: 11% FY: 11% LI: 52.8% SWD: 11%
A-G Completion Rate	Data Year 2019-20	Data Year 2020-21			Data Year 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest 37.5%	Data Source: DataQuest All: 43.5 % EL: 13.3% FY: * LI: 33.5% SWD: 12% *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.			Data Source: DataQuest All: 46.5% EL: 16.3% FY: 3% LI: 36.5% SWD: 15%
CTE Completion Rate	Data Year: 2019-20 Data Source: Aeries 99 %	Data Year 2020-21 Data Source: Aeries All: 95% EL: 78% FY: * LI: 95% SWD: 95% *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or less.			Data Year 2023-24 Data Source: CALPADS EOY1 65% All: 99% EL: 95% FY: 95% LI: 99% SWD: 99%

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access To Core	Central USD will provide access to core curriculum materials in all content areas (Math, ELA, ELD, Science, Social Science, & PE.) The district will use Central's Standards Maps to monitor the implementation and alignment of curriculum to state standards to ensure student learning. In addition, the district will review state frameworks and content standards to select state-adopted materials according to adoption cycles and create an implementation plan.	$1,807,950.00	No
1.2	Literacy Rich Schools	Central USD's CAASP ELA and Math performance indicators show improvement in language arts and mathematics is needed concerning	$2,363,011.94	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners (ELs), Low Income (LI), and Foster Youth (FY) subgroups as noted in the metric section. Given that the district is a rich mix of rural and urban settings, with little or no public transportation, access to library services can be extremely limited for families of EL, LI, and FY. A needs assessment and educational partner feedback show that additional access to library services is needed to support EL, LI, and FY academic performance. To support equity of access to library services and literacy-rich environments for EL, LI, and FY students, Central USD will systematically create a more robust and accessible library system for the EL and FY students to close achievement gaps noted in ELA and Math. Additionally, in elementary schools, the district will support and train staff to utilize small group instruction that emphasizes academic literacy in both ELA and math, guided reading, in tandem with the frequent use of data to ensure that EL and FY students are mastering grade-level standards. Central USD will support teacher-librarians at secondary schools to develop research skills utilizing e-books and digital resources in English and other languages. To further expand access to library services and public access to additional services at the school sites by extending access, materials, books, and online subscriptions, the district will continue to foster partnerships with the county library to bring literacy to our community and support English Learners (ELs), Low Income (LI), and Foster Youth (FY) subgroups with additional literacy opportunities and language development tools. We expect that the ELA and Math achievement data for EL, LI, and FY students will increase as the services are designed to meet the literacy needs most associated with EL, LI, and FY students. However, because we expect that all students needing additional support in ELA and Math will benefit, this action is provided on an LEA-wide basis.		
1.3	Multi-Tiered System of Support-Academic Tier 1	Central USD will utilize effective elements of instruction to ensure academic achievement for students struggling academically, students with disabilities, and students that are gifted (GATE). The district will	$29,781,490.62	No

Action #	Title	Description	Total Funds	Contributing
		provide Tier 1 services (identifying what each student needs in the classroom and designing services and instruction to match the needs of students) to all pupils by providing supplemental ELA and Math materials with specialized instruction to increase literacy and numeracy in ELA and Math. Central USD will provide staff (including certificated, classified, Special Education, GATE, & Migrant) to meet the needs of all Tier 1 students. Research demonstrates that students who have attended early education programs are more prepared for school in early literacy and mathematics skills, and less likely to be retained or identified for Special Education. As noted in the Universal Prekindergarten Planning and Implementation Grant Program Plan, all students in Central Unified will have access to early education beginning in preschool and transitional kindergarten to prepare for Kindergarten. This is aligned with our Blueprint for Academic Success including the strategic efforts to assist EL learners and special education students. These actions will positively impact district learning goals including graduation rates, in turn, affecting college and career success.		
1.4	Multi-Tiered System of Support-Academic Tier 2-3	Central USD's CAASP ELA and Math performance indicators show overall performance gaps with respect to English Learners (ELs) and Low Income (LI), Foster Youth (FY) subgroups when compared to the performance of all students. A needs assessment determined the identified student groups need increased Just-in-Time Teaching based on meaningful formative student performance data as well as increased intervention opportunities. To close this academic achievement gap, Central USD will continue to provide intervention services. The district will provide supplemental staff, instruction, and materials to support the services. Services will include math and ELA intervention, before/after school tutoring, paraprofessional support, Saturday School, and Summer School to address the academic needs of English Learners (ELs), Socioeconomically Disadvantaged (SED), and Foster Youth (FY) students. Additional supplemental services will allow for these students to have above and beyond instructional times, greater	$10,582,219.33	Yes

Action #	Title	Description	Total Funds	Contributing
		individualized support, and scaffolds needed to access learning opportunities. This action will include working with instructional support coaches for differentiated instruction to meet the specific needs of the identified student groups. This support includes providing support for the staff involved regarding diagnostic testing, data analysis, and aspects of effective intervention and academic support. In addition, the district will support schools identified as Tier 1 and Tier 2 based on unduplicated pupil percentages (UPP). The methodology we used to determine which sites have the greatest need for additional staffing was an analysis of academic data (local, CAASPP, etc.), any facility's needs, attendance, and demographic data in terms of the number of EL, FY, or LI students who are also identified as students with special needs. Based on the data those schools identified are noted below: Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation. The staff positions that will be increased for services at Tier 1 and Tier 2 schools include: 2 Speech-Language Pathologists-one per tier (above what is required by "free appropriate public education" or FAPE) 4 RSP and SDC teachers (above what is required by FAPE) 1 GIA (Teague) 1 Student Information System (SIS) Manager 1 Principal's Secretary (COHS) These additional staff will engage in intensive problem solving, data evaluation, additional communication and collaboration, capacity building, and leadership support at Tier 1 & 2 school sites. School psychologists will actively advocate for and participate in the implementation of MTSS in their schools to facilitate the selection of evidence-based curriculum and interventions, administer psychometrically sound universal screening and progress monitoring		

Action #	Title	Description	Total Funds	Contributing
		tools, and support fidelity of implementation serving students. Added Speech-language pathologists, RSP/SCD will provide heightened support services and the Tier 1 & Tier 2 schools as will the additional intervention counselors. Additional GIA, TOSA, and support staff (clerical, SIS manager, etc.)will be deployed as noted to provide targeted services identified in the analysis above. The additional positions will ensure a clearly articulated MTSS system of support-these support providers will continually look at EI, FY, and LI students, through the lens of the effectiveness of academic interventions, standards mastery, and improving student learning outcomes. This funding and additional staffing will be in addition to their Local Control Funding Formula (LCFF) normal site allocation as detailed in Action 7. The funds will be used to support the unique ELA and Math needs of ELs, SED, and FY that have been identified through a yearly needs assessment. These additional supports include; push-in teachers, intervention teachers, language support, and instructional assistants, which will provide increased opportunities for curriculum and instruction that best meets the learning needs of FY, LI, and EL students. This funding will be monitored by district staff and is intended to serve the needs of EL, FY, and LI students that have incomplete or unfinished learning. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. Because we expect that all students struggling academically will benefit, the site allocations are provided on a LEAwide basis. Site-specific services identified for Tier 1 and Tier 2 schools noted above will be provided exclusively to those mentioned sites. We expect this action to continue to increase ELA and Math CAASP scores for English learners, low-income, and foster youth students.		
1.5	Assessment & Professional Learning Communities (PLCs)	Central USD will administer common formative and summative assessments for core areas. The district will use its data analytics system to facilitate data processing, compilation, and distribution to	$2,940.73	No

Action #	Title	Description	Total Funds	Contributing
		sites and further support real-time adjustments to instruction as well as provide time for PLCs to use this data to monitor progress and adjust instruction as needed.		
1.6	Professional Development & Instructional Support Coaches (ISC)	Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement has occurred, but support is still needed to provide professional learning to the classroom teachers and improve student learning outcomes. To address the need for improved academic achievement, Central USD will provide professional development for Pre- K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity. The district will support the instructional coaching model with eight Instructional Support Coaches (ISCs) to ensure new learning from professional development is successfully implemented to accelerate student learning. With at-the-elbow coaching, classroom teaching for high-needs students (including EL, FY, LI, and SWD) will feature the effective elements of instruction (The Central Way) to bridge equity gaps and access the core, thereby improving student mastery of grade-level standards.	$908,025.79	No
1.7	Allocations to School Sites	Based on Central USD's state and local ELA and Mathematics Performance data, English Learners (EL), Foster Youth, (FY) and Low Income (LI) students are experiencing academic achievement gaps in math and ELA when compared to other student groups. Additionally, there is a need to increase the number of EL, LI, and FY students prepared for college and career, based n the College Career Indicator on the 2019 CA Dashboard. Feedback from parents and staff indicates a desire to offer more individualized supplemental resources and interventions at the school sites for FY, LI, and EL students.

With the knowledge that each school site in Central USD has unique needs tailored to their FY, LI, and EL students, sites will be allocated funding based on the number of FY, LI, and EL students enrolled at their site. All site expenditures from the allocation are discussed with | $1,115,799.74 | Yes |

Action #	Title	Description	Total Funds	Contributing
		educational partners and consensus is reached by the school site council/leadership teams. Expenditures are tied to actions/strategies to close learning gaps noted for FY, LI, and EL students and are articulated in the school site plan. All expenditures are based on district and site needs assessments examining the unique needs of FY, LI, and EL students. Based on the needs the focus is on supplementary instructional materials for literacy and numeracy, ELD, and interventions as well as technology hardware and software to support student access to supplementary materials and improved services. Secondary site expenditures will also include actions and strategies to support credit retrieval, additional academic counseling, expanded career counseling, or college readiness. Site Area Administrators will collaborate with the Educational Services Assistant Superintendent and the Director of State & Federal Programs to monitor all actions and expenditures to ensure that staff is addressing the learning gaps of the FY, LI, and EL students pupils at their site. In order to most effectively meet the goals of target students, schools will follow district-established guidelines and protocols to ensure expenditures adhere to funding requirements and are designed to meet the needs most associated with FY, LI, and EL students. This action is designed to meet the needs most associated with EL, LI, and FY students. However, because we expect that all students struggling academically will benefit, this action is provided on a LEAwide basis. We expect this action to continue to increase ELA and Math state and local scores, improve student engagement, as well as and increase the number of students ready for college and careers.		
1.8	College & Career Pathways	Central USD students will provide access to career technical education (CTE) and dual enrollment pathways. The district will expand pathways based on student needs, industry advice, and labor workforce rates with an emphasis on recruiting and supporting student enrollment for underrepresented student groups. By improving access for students to CTE and dual enrollment, Central USD expects to improve their motivation and interest in school and increase the	$1,117,110.66	No

Action #	Title	Description	Total Funds	Contributing
		percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.		
1.9	English Language Proficiency for all English Learners	A local needs assessment focused on the unique needs of ELs revealed that teachers need additional professional development to support ELs within the classroom to support learning English while simultaneously learning academic content. Educational partners expressed the need for additional support for newcomer students. These needs are supported by the fact that English learner data lag behind all students in the areas of graduation rates and ELA and Math state and local data. To close the above-noted achievement gaps, Central USD will provide teacher training to develop deep knowledge of the ELA/ELD Framework. To ensure rapid language acquisition and accelerated academic achievement for new students the Supervisor for EL Services will monitor the intake and classroom placement systems for EL students and provide parents of newcomers with an orientation workshop with their students to ease their transition to school. Additionally, the district will support a newcomer secondary ELA teacher specifically trained and supported as an ELA teacher for 9-12 newcomer students. Along with professional development, the district will provide in-class instructional coaching support (ISC EL) and supplemental resources that increase teacher capacity for implementation of the ELA/ELD Framework and support EL students within the classrooms with the needed language embedded supports that are necessary for students to be able to successfully access grade-level learning skills and concepts. This action is designed to meet the needs most associated with English learners. We expect this action to continue to increase ELA and Math state and local scores as well as increase the graduation rate for English learners.	$6,605,357.38	Yes

Goal Analysis [2021-22]

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

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

This goal was implemented by Central USD to make sure that all students meet or exceed academic standards and successfully prepare for college, career, and community. As noted in action 1, Central USD provided access to core curriculum materials in all content areas. Central's Priority Standards Maps were used to guide instruction and monitor the implementation and alignment of curriculum to state standards to ensure student learning. State frameworks and content standards were reviewed to select and adopt curricula during appropriate adoption cycles. Implementation plans were then developed and followed. In pursuit of improving language arts and mathematics proficiency for ELs and FY, the district has implemented action 2 (Literacy Rich Schools) of this goal. The district continues to expand library collections to improve the diversity of resources and to offer books in different languages. Central offers a large digital library using SORA through district libraries and also through Fresno County Library Connect. Teacher librarians continue to work at our secondary schools to guide research and provide access to updated library collections. While all these successes are noted, challenges through the school year noted included staffing library media technicians at all sites making it difficult to ensure equity of services at all sites.

Actions 3 & 4 represent the implementation of tiers 1-3 of academic intervention and support at Central USD. To close the achievement gap, intervention services were provided at each school site for students identified as most at risk. TK-8 schools provided academic intervention through both reading and math labs. Students in need of Tier 2-3 intervention received services through a pull-out and/or push-in model provided by supplemental staff with materials for instruction. In addition, before/after school tutoring and Saturday School opportunities were made available. Summer School was provided to address the academic needs of students experiencing unfinished learning. iSchools were provided with additional funding as noted in the 2021-22 plan and support staff for the reading and math labs at their sites. These actions were successfully implemented district-wide, but early in the school year, many sites had difficulty getting substitute teachers for absent staff, and therefore many times intervention teachers were pulled to ensure basic staffing for classroom instruction occurred.

Action 5 addresses the need for uniform and informed assessment, monitoring of student learning, and professional collaboration during teacher PLCs. First, best teaching is a foundational focus that is threaded at both the organizational and site level in Central USD. PLCs at the elementary meet by grade level and by departments at secondary sites. The PLCs utilized formative data and common assessments to influence lesson design customized to student needs. Professional development opportunities focus on site-based needs and reflect strategies and instructional practices that will best transfer to the classroom and student performance. Sites used both formative and summative data that provide student performance levels and continue differentiated instruction that meets student needs. Needs assessments, identification of resource inequities, and yearly reflection of academic performance provide key data points in the utilization of site funding to align with identified strategies and goals. While PLCs were implemented, fidelity to the schedule was sometimes challenged due to the lack of available substitutes to cover classrooms and provide release time for teachers to meet.

The deployment of Instructional Support Coaches or 'ISCs' is addressed in action 6 of goal 1. These coaches worked throughout the school year to support the teachers and to ensure new learning from professional development was successfully implemented to accelerate student learning. With at-the-elbow coaching, classroom teaching for high-needs students (including EL, LI, FY, and SWD) emphasized the effective

elements of instruction (The Central Way) to bridge equity gaps and access the core, in an effort to improve student mastery of grade-level standards. Data analytics were used to facilitate data processing, compilation, and distribution to school sites to inform real-time adjustments to instruction. During the Summer of 2021, all sites participated in Solution Trees PLC professional learning. Several sites continued PLC professional development throughout the year by teaming with Solution Tree. Again, the ISC team provided endless hours of support for teachers throughout the school year, but early on in the fall, were sometimes unable to provide coaching as they were pulled to ensure basic staffing for classroom instruction occurred.

Action 7 of this goal details the allocation of funding to sites. The funding was noted in SSC and board-approved site School Plans before the start of the school year. SItes collaborated with their SSCs and ELACs, conducting a data-based needs analysis to determine the use of funding for the school year. All sites submitted a plan for board approval in August and all funding noted in their plans was loaded into their respective site budgets. Samples of approved uses of site-based LCFF allocations are noted in the last section of this prompt. This action was fully implemented and all funding was allocated to sites for expenditure based on their approved School Plan for Student Achievement, though early budget analysis indicates that some sites may have struggled to spend LCFF funds as their spending was impacted by staff challenges in filling positions for identified work noted in their plans. College and career pathways are featured in action 8. This action details the district's commitment to providing quality Career Technical Education (CTE) for students. Central High School, the district's foundational High School, transitioned into a 'school of choice' in the district, combining both CTE classes and early college classes. Career pathways offered this year included criminology, agriculture, health careers, and education. Additional CTE pathways include sports medicine, applied technology, business, information systems, video broadcasting, consumer family services, and education. Challenges noted by the decrease in Career Technical Education (CTE) enrollment and pathway completion were noted due to students having fewer periods in which to take CTE classes and very low enrollment in capstone courses. A high school schedule change took place beginning in fall 2021 in which students went from taking eight classes to six. An emphasis has been placed on recruitment for the CTE pathway moving forward.

The final action (9) implemented in goal 1 provides for building proficiency for the district's EL students. Central USD will provide teacher training to develop deep knowledge of the ELA/ELD Framework. To ensure rapid language acquisition and accelerated academic achievement for new students the Supervisor for EL Services will monitor the intake and classroom placement systems for EL students and provide parents of newcomers with an orientation workshop with their students to ease their transition to school. Additionally, the district will support a newcomer secondary ELA teacher specifically trained and supported as an ELA teacher for 9-12 newcomer students. Along with professional development, the district will provide in-class instructional coaching support (ISC EL) and supplemental resources that increase teacher capacity for implementation of the ELA/ELD Framework and support EL students within the classrooms with the needed language embedded supports that are necessary for students to be able to successfully access grade-level learning skills and concepts. EL Professional Learnings have been developed to cover an array of topics to build empathy and understanding of English Learner students in addition to planning instruction for effective designated and integrated ELD. A Social-Emotional Learning (SEL) component has been embedded in each session to ensure that mental health and wellness continue to be a part of the learning. Highly effective instructional scaffolds are introduced, modeled, and reinforced through the use of the English Learner Toolkit of Strategies (which supports the ELD framework.) Other sessions of professional learning include:

- English Learner Typologies and Proficiency Levels
- Effective Strategies & Scaffolds

- Learning Objective & Success Criteria
- Academic Language (sentence stems and Frayer model)
- Designated & Integrated ELD
- Newcomers
- Academic Discourse
- Staff development of effective scaffolds and strategies, shoulder to shoulder coaching,

EL & Immigrant Parent Workshops have been provided to parents in various languages to support the family's transition into a US school. Topics include: How to Support Your Child's Education in the US, Helping Immigrant and Refugee Children Succeed in School, The Importance of Home Language & Benefits of Being Bilingual, and How to Build Bridges among Newcomers/Immigrants and the Existing Community. n-class instructional coaching support was provided to Harvest, Pershing/Pathway, Han Phan Tilley, El Capitan, McKinley, Steinbeck, Glacier Point, East, and CLASS. Coaching consisted of Lesson Planning and Design using the ELD standards. Instructional focus areas included: learning objectives, academic language, and student discourse. Lesson demonstrations, observations, and feedback were also provided.
Supplemental Resources purchased include:

- Welcome Newcomers by Saddleback
- In the USA by National Geographic
- Inside the USA by Cengage and National Geographic
- Scaffolding Language/Scaffolding Learning by Pauline Gibson
- Language and Literacy Tool by Stanislaus County Office of Education

This action was successfully implemented but echoes the challenges noted above in regards to EL ISC and other district staff sometimes struggling to find substitutes to cover classrooms in order to provide release time for teachers to attend professional learning sessions.

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: Expenditures increased from $25,501,337 to $88,388,602 due to the addition of federal COVID Funds, carryover and/or deferred revenue, and new funds added for special education (Learning Recovery Support and Dispute Prevention and Dispute Resolution)
Action 4: Expenditures increased from $12,350,307 to $22,355,084 due to the addition of the Expanded Learning Opportunities Program (ELOP)
Action 5: Expenditures increased from $283,938 to $4,082,184 because of additional funding from the Educator Effectiveness Block Grant (EEBG)
Action 7: Expenditures increased from $696,480 to $6,447,819 as a result of AB 86, the Expanded Learning Opportunities (ELO) Grant, and increased funding in LCFF.

Action 8: Expenditures increased from $1,616.795 to $3,007,069 because the district received funding from the A-G Completion Improvement Grant Program and Dual Enrollment funding.
Action 9: Expenditures increased from $4,859,666 to $6,000,634 as a result of salary increases from the settlement of labor negotiations added to the cost of this action.

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

Actions 1-5 noted in this goal are all about academic support and improved learning outcomes for students in our district. iReady data indicators show improvement is needed in English-language arts and math; especially for EL students and SWD. 2021-2022 iReady Reading (December) indicates overall student performance decreased 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (December) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (December) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (December) indicates overall student performance decreased 9 points from the 2020-2021 school (32% to 23%). iReady Math (December) indicates EL student performance decreased 7 points from the 2020-2021 school (14% to 7%). iReady Math (December) indicates SWD student performance decreased 4 points from the 2020-2021 school (10% to 6%). The decrease in performance may be attributed to the fact that students were on Distance Learning in 2020-2021 and so the iReady assessments were taken by students while at home. Caregiver and older sibling assistance may have been provided, which impacts the reliability of test results. In addition, overall learning was negatively impacted for many students, particularly EL, FY, and LI students, during the period of Distance Learning. The EL Reclassification Rate is showing an increase from 2020-2021 with 4.4% to 2021-2022 with 5.45%. There was a decrease in the percentage of students scoring 3 or higher on the yearly AP examination; 64.1% in 2019-2020 and 55.02% in 2020-2021. We continue to expand our library collections to improve the diversity of resources and to offer books in different languages as well as needed. We offer a large digital library using SORA through our own libraries and also through Fresno County Library Connect. Our Teacher librarians continue to work at our secondary schools to guide research and provide access to updated library collections.

Fountas and Pinnell's data showed that 39% of second-graders performed at "meeting or exceeding expectations "at the beginning of the year check. This increased to 53% for the March benchmark. The use of academic vocabulary, structured talk, guided reading, and small group instruction are embedded in Action 3 instructional practices. Grade 1 student data showed a 6% increase in students "exceeding expectations" from 21% at the beginning of the year compare to 27% in March. We see in the data a need to continue to provide strong support in our Tier 1 instruction, but foundational practices have been implemented that are showing an increase in student learning. Central will continue to provide solid Tier 2 and 3 (Action 4) support for those students who continue to struggle while receiving solid Tier 1 instruction. iReady data in Math and Reading show growth as well from the Fall to Winter diagnostics. In math 11 % of K-8th grade students performed at "early on or mid" on grade level on the Fall diagnostic with 22% achieving that same mark on the Winter diagnostic. This was an 11% increase. In reading, students grew from 20% "early or mid" on grade level in the fall to 32% on the winter diagnostic. This represents a 12% increase. Returning to in-person instruction provided an opportunity to have students in a regular learning environment on a consistent basis. Central has expanded intervention services for both math and reading in Action 4. This along with a focus on teaching grade-level standards listed in Action 5 (PLCs) with necessary support has provided students access to the grade-level core material and standards that are necessary for first best instruction to occur. The time spent in PLCs allowed staff and administration to discuss student

learning outcomes on an individualized basis, as well as share instructional strategies to provide reteach lessons that address unfinished learning.

Action 6 provides differentiated instructional coach support. This support was provided to build staff capacity in assessment, data analysis, and effective intervention and academic instruction. 2021-2022 iReady Reading (December) indicates overall student performance decreased 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (December) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (December) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (December) indicates overall student performance decreased 9 points from the 2020-2021 school (32% to 23%). iReady Math (December) indicates EL student performance decreased 7 points from the 2020-2021 school (14% to 7%). iReady Math (December) indicates SWD student performance decreased 4 points from the 2020-2021 school (10% to 6%). The decrease in performance may be attributed to the fact that students were on Distance Learning in 2020-2021 and so the iReady assessments were taken by students while at home. Caregiver and older sibling assistance may have been provided, which impacts the reliability of test results. In addition, overall learning was negatively impacted for many students, particularly LI, FYI, and EL students, during the period of Distance Learning. Reading Lab iReady results indicate that 80% of students receiving reading intervention support Improved/Stayed the Same. Math labs were not fully functioning at school sites until March due to staff shortages and so specific data is not available.

Instructional Support Coaches supported sites the majority of the year by serving as substitutes due to the substitute teacher shortage in our region. They were able to provide coaching support by mentoring Induction, Intern, PIP, and STSP teachers creating teacher resources for grades TK-12 focused on writing across the curriculum, supporting teachers' use of educational technology, coaching teachers based on request and need, facilitating mathematics training for teachers, assisting principals with site-level professional development, modeling guided reading in classrooms, developing math units and providing training and on-site support for Math Intervention instructors, developing teacher resources for IAB and FIAB assessments, grades 3-12, and developing and presenting online and asynchronous EL training for teachers. Due to their limited availability, growth in learning may not be as evident as projected.

Action 7 of Goal 1 provides site allocations to allow schools to customize resources and support to meet the needs of their students. These funds continue to be utilized by sites as outlined in their SPSAs. Sites have spent their allocations to support strategies agreed upon by their School Site Councils (SSC). Examples are how sites utilized funding include site-based professional learning focused on serving the needs of UPP students, supplemental books and materials, additional counseling hours for EL, FY, LI, or SWD pupils and their parents, and parent workshops focused on college and career opportunities, supplemental site technology as needed for interventions or take-home devices, extra pay for technology aides to make sure families and students have support in using their devices, intervention (academic and social-emotional) services or extra pay, mentoring and behavioral support services, web-based subscription and software to monitor student interactions at school and ensure proactive behavioral support for students, auxiliary credit retrieval opportunities, and release time to allow teachers to meet with students to discuss academic goals as well as to observe other teachers as they implemented teaching strategies that have shown a positive impact increasing student learning outcomes. The effectiveness of this action is measured by ELA and Math Progress for students. As noted in the analysis of actions 1-5, data is showing slow, but steady improvement in both areas for students.

Action 8 provided access to career technical education (CTE) and dual enrollment pathways. The district will expand pathways based on student needs, industry advice, and labor workforce rates with an emphasis on recruiting and supporting student enrollment for underrepresented student groups. By improving access for students to CTE and dual enrollment, CentralUSD expects to improve their motivation and interest in school and increase the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

As noted above, Central High School, the district's foundational High School, transitioned into a 'school of choice' in the district, combining both CTE classes and early college classes. Challenges were noted by the number of students enrolled in these programs decreased due to a change in secondary scheduling and students having fewer periods in which to take CTE classes. In addition, enrollment was very low in capstone courses. An emphasis has been placed on recruitment for the CTE pathway moving forward.

Action 9 supports ELs in pursuit of English Language proficiency and mastery of grade-level standards. Based on the 21-22 IReady Literacy data for students in grades K-8, 90% of English Learners are performing one or more grade levels below proficiency.   79% of English Learners in grades 9-12 are performing at a low average based on the NWEA winter literacy benchmark data. Increased attention to the implementation of Designated and Integrated instruction is needed to support the instruction and comprehension of grade-level content. While all English Learners are to be provided Designated and Integrated instruction daily, less than 50% of Designated ELD implementation was recorded during the 1st semester of the 21-22 school year. In order to improve outcomes for English Learners, Informal and/or formal observation forms could be revised to include specific strategies, scaffolds to meet various proficiency levels, and best practices to support English Learners. Professional development will continue to be provided to Interns and sites upon request. The EL Reclassification Rate is showing an increase from 2020-2021 with 4.4% to 2021-2022 with 5.45%.

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

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

- On-grade level instruction with increased time for mathematics (TK-6)
- Consistent guided reading and small group reading instruction in all TK-2 classroom
- Intervention inclusive of EL and SWD
- PLCs with frequent data cycles; focus on EL, SWD, and students of color

The blueprint includes acceleration strategies to ensure students recoup unfinished learning that occurred during the pandemic and school closures. Identified acceleration strategies are:
- Commit to one math domain for focus in ALL grades that develop a foundation
- Increase writing instruction for students in all courses using the vocabulary of the standards and SBAC stems

- Allow students to retake assessments following reteach/intervention to develop mastery of standards
- Provide at least five(5) IAB/FIAB in both ELA and Math prior to Spring Break

Based on the results seen during the 21-22 school year, Central USD will continue to utilize this blueprint to accelerate student academic achievement. Additional study of the data through mid-year, identified schools with high percentages of EL, FY, and LI students also known as high UPP (unduplicated pupil percentages) were showing academic gaps in both ELA and mathematics. The district will support schools identified as Tier 1 and Tier 2. The methodology we used to determine which sites have the greatest need for additional staffing was an analysis of academic data (local, CAASPP, etc.), any facility's needs, attendance, and demographic data in terms of the number of EL, LI & FY students. Based on the data those schools identified are noted below:

Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague
Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation.

Metrics measuring academic progress have been updated and disaggregated by subgroups to better monitor progress. First, best teaching will continue to be a foundational focus that is threaded at both the organizational and site level. Actions 1 & 2 will not see any significant changes during the 22-23 school year. As noted in Action 3, in addition to utilizing effective elements of instruction to ensure academic achievement for students, all students in Central Unified will have access to early education beginning in preschool and transitional kindergarten to prepare for Kindergarten. In alignment with Central USD's Universal Transitional Kindergarten (UTK) Plan, students will be provided support in developing early literacy, mathematics, and social-emotional learning foundations. Providing early learning opportunities to all learners will impact the number of students who will graduate and have a lifetime of success. Implementation of the Central USD UTK Plan will require adding an estimated 10 classrooms with 10 teachers, and additional TK aides.

Additional academic interventions and support (sometimes called Tier 2 & 3) above and beyond the regular classroom are a feature of Action 4. As noted in the Blueprint for Success, Central USD has identified priority schools to receive supplemental staffing due to their high percentage of EL, LI & FY students (see above for specifics). Moving into the 22-23 school year, the positions that will be increased for services at Tier 1 and Tier 2 schools in action 4 include:
- 2 Speech-Language Pathologists-one per tier
- 4 RSP and SDC teachers
- 1 Student Information System (SIS) Manager
- 1 Principal's Secretary (COHS)

Action 6 addresses the effective use of PLCs and supporting teachers as they utilize formative data to influence lesson design. Professional development opportunities focus on site-based needs and reflect strategies and instructional practices that will best transfer to the classroom and student performance. Grade 1 student data showed a 6% increase in students "exceeding expectations" from 21% at the beginning of the year compare to 27% in March. This data indicates a need to continue to provide strong support in our Tier 1 instruction, and also continue to provide solid Tier 2 and 3 support for those students who continue to struggle while receiving solid Tier 1 instruction. iReady data in Math and Reading show growth as well from the Fall to Winter diagnostics. In math 11 % of K-8th grade students performed at "early on or mid" on grade level on the Fall diagnostic with 22% achieving that same mark on the Winter diagnostic. This was an 11% increase. For this

reason, no changes will be made to Action 6.

Action 7 provides site allocations and allows schools to customize resources and support to meet the needs of their students. These funds continue to be utilized by sites as outlined in their SPSAs and will continue to be funded on a per-pupil basis throughout the 22-23 school year. Action 8 provided access to career technical education (CTE) and dual enrollment pathways. By providing access for students to CTE and dual enrollment, CentralUSD expects to improve their motivation and interest in school and increase the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. This action will continue through the 22-23 school year.

Action 9 supports ELs in pursuit of English Language proficiency and mastery of grade-level standards. Based on the 21-22 IReady Literacy data for students in grades K-8, 90% of English Learners are performing one or more grade levels below proficiency. 79% of English Learners in grades 9-12 are performing at a low average based on the NWEA winter literacy benchmark data. Increased attention to the implementation of Designated and Integrated instruction is needed to support the instruction and comprehension of grade-level content. While all English Learners are to be provided Designated and Integrated instruction daily, less than 50% of Designated ELD implementation was recorded during the 1st semester of the 21-22 school year. The EL Reclassification Rate is showing an increase from 2020-2021 with 4.4% to 2021-2022 with 5.45%. In an effort to improve learning outcomes for ELs, the district will increase services (as noted in the Blueprint for Success). The staff positions that will be increased for services at Tier 1 and Tier 2 schools in action 9 include
- 1 EL Newcomer Teacher-itinerant
- 7 EL Teachers @ each Tier 1 & 2 elementary

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Central USD needs to continue to increase student engagement/attendance and improve the graduation rates for students. The 2019-20 attendance rate is 95.9%, with only a slight increase from the previous year's rate. Of additional concern is the chronic absenteeism rate weighing in at 12.5% in 2019 based on the CA Dashboard, a slight increase from the previous year. With an enrollment of 15,881 in 2019 12.5% is about 1,985 students. The high school graduation rate is 87.4%, an increase of 1% from the previous year, yet still trailing behind similar school districts in the Central Valley by almost 6%. In pursuit of creating environments conducive to learning, Central USD needs to continue the retention and recruitment of highly effective personnel with 0% misassignments and vacancies. Central USD has maintained a rigorous, systematic hiring process to ensure a teaching staff that is 97.6% appropriately credentialed. Additionally, Central USD will connect students to school and foster student efficacy by providing supports for Social-Emotional Learning (SEL).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Data Year 2019-20 Data Source: CA Dashboard 12.5%	Refer to data below in lieu of CA Dashboard suspension Data Year 2020-21 Data Source: CDE DataQuest All: 11.8% EL: 12.1% FY: 23.2% LI: 14.7% SWD: 16%			Data Year 2022-23 Data Source: DataQuest/CA Dashboard All: 10.8% EL: 11.1% FY: 22.2% LI: 13.7% SWD: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Data Year 2019-20 Data Source: CA Dashboard 87.4%	Refer to data below in lieu of CA Dashboard suspension (local data) Data Year 2020-21 Data Source: Aeries 88.7% All: 88.7% EL: 64.2% FY: 70.8% LI: 86.8% SWD: 55%			Data Year 2022-23 Data Source: CA Dashboard 93% All: 93% EL: 68.5% FY: 75.1% LI: 91.1% SWD: 59.3%
Broad Course of Study	Data Year: 2019-20 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year: 2020-21 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule			Data Year: 2022-23 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule
Appropriately Assigned & Fully Credentialed Teachers	Data Year 2019-20 Data Source: SARC Less than 1% Misassignments 0% Vacancies	Date Year 2020-21 Data Source: SARC Less than 1% Misassignments 0% Vacancies			Data Year 2022-23 Data Source: DataQuest/SARC Less than 1% Misassignments Less than 1% Vacancies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards Aligned Instructional Materials	Data Year 2020-21 Data Source: SARC 100%	Data Year 2021-22 Data Source: SARC 100%			Data Year 2022-23 Data Source: SARC 100%
Attendance Rate	Data Year 2020-21 Data Source: Monthly Attendance Report 95.9%	Data Year 2021-22 Data Source: Monthly Attendance Report All: 89.7% EL: 90% FY: 87.9% LI: 88.1% SWD: 87.3%			Data Year 2022-23 Data Source: Monthly Attendance Report 97% All: 97% EL: 97% FY: 95.2% LI: 95.4% SWD: 94.6%
High School Drop Out Rate	Data Year 2020-21 Data Source: DataQuest 5.7%	Data Year 2021-22 Data Source: DataQuest 7.1%			Data Year 2022-23 Data Source: DataQuest 1.7%
Middle School Drop Out Rate	Data Year 2020-21 Data Source: CALPADS Fall 0.9%	Data Year 2021-22 Data Source: CALPADS .007%			Data Year 2022-23 Data Source: CALPADS Fall 0%
Broad Course of Study-Other Outcomes	Data Year 20-21 Data Source: CALPADs & Aeries In grades 7-12, the % of : Students enrolled in advanced academic courses-	Data Year 2021-22 Data Source: CALPADs & Aeries (Mid Year) In grades 7-12, the % of : Students enrolled in advanced academic courses-			Data Year 2023-24 Data Source: CALPADs & Aeries In grades 7-12, the % of : Students enrolled in advanced academic courses-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All 3.4 % EL 0.5 % LI 2.6 % SWD 0.3 % Students enrolled in electives- All 43.6 % EL 30.7 % LI 41.7 % SWD 43.6 %	All 6 % EL 0.3% SWD 0.4 % LI 1.9% Students enrolled in electives- All 97% EL 33% SWD 45% LI 42%			All 6.4 % EL 3.5 % LI 5.6 % SWD 3.3 % Students enrolled in electives- All 98 % EL 35% LI 45% SWD 47%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic & Career Counseling	As noted in the metric section above Central USD's graduation rate and the College and Career Indicator (CCI) for English Learner learners are lower than those achieved by all students. The metrics also revealed an increased need to support socially and economically disadvantaged (also known as low income or 'LI') students in preparing them for college and careers (CCI indicator). Based on the analysis of this data, the district determined that in order to increase graduation rates and enhance the motivation for El and LI students to become college and career-ready they must increase access, support, and parent education. In order to accomplish this, the district will enhance academic and career counseling support for LI, EL, and students and parents regarding the college admission requirements, career pathways, and	$742,534.49	Yes

Action #	Title	Description	Total Funds	Contributing
		community service opportunities by supporting two FTEs to serve the academic and career counseling support at Central High School East and Justin Garza High School. The district will also expand services through the Parent Engagement Center (PEC) at Teague Community Resource Center (TCRC), by featuring academic and college readiness resources for EL, FY & LI parents, and students. Increased Career counseling will allow for deliberate meetings where counselors can work with EL and LI students through the process of guiding students' understanding and awareness of career development, academic development, and social/emotional development. Also ensuring that the identified students are enrolled and successful in the courses needed for them to be both college and career-ready. Support will include expanded access to technology, career counseling and interest surveys, assistance filling out FAFSA, and training about college application best practices. The PEC will include help from the secondary Family Outreach Liaison providing primary language support and additional parent contacts to ensure that parents of ELs are included in all workshop and training opportunities. The district will also add a counselor to support the Central Online Home School This action is designed to meet the needs most associated with EL, FY & LI students and families. However, because we expect that all students struggling academically will benefit, this action is provided on a LEAwide basis. With the additional counseling staff and services provided and the Parent Engagement Center, the district expects that these services will result in increased performance of our EL, FY & LI students over the course of the next three years as well as improve the graduation rates and college career readiness for these groups.		
2.2	Access to Technology	2022-23 Moved to Goal 3 Action 6		
2.3	Broad Course of Study with	Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce	$100,471,848.73	No

Action #	Title	Description	Total Funds	Contributing
	Appropriately Credentialed Teachers	class size, add positions to address growth, and provide increased course offerings at secondary based on need (e.g. EL, Foreign Language, and SpEd.) The district will seek to partner with outside institutions and colleges to support master's programs in Reading, STEM, and Administration to enhance the skills of our appropriately credentialed staff and ensure the first best teaching for our students. With additional staff maintaining class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning. Central USD will offer a broad course of study and provide a variety of programs including Visual and Performing Arts (VAPA) offered at the elementary and secondary levels. The Seal of Biliteracy will continue to be awarded. The district will begin to structure local requirements for a student to pursue the State Seal of Civic Engagement (SSCE) using the criteria set forward by the CDE as a foundation. Central USD will develop criteria considering its own local context to ensure maximum accessibility for all students, at all grade levels, including those in alternative school settings.		
2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	Central USD will continue to support the social-emotional wellness for students to ensure that there is a framework for students that addresses their social/emotional learning. As a result of providing this support, Central USD expects that students will experience increases in attendance rates, having a positive impact on chronic absenteeism, and improving student engagement.	$3,184,528.07	No
2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	As noted in the metric section, the graduation rate and college career data for EL, FY, & LI students lag in comparison to all students in Central USD. Based on this data, the district has decided to improve services for EL, FYI, & LI students to help increase graduation rates and enhance the motivation for students to become college and career-ready. Interviews and surveys with EL, FY, & LI students and their families indicate an ongoing need for additional social-emotional learning and support to help them re-engage with school.	$4,357,796.92	Yes

Action #	Title	Description	Total Funds	Contributing
		To address the need for supplemental and intensive SEL services, Central USD will provide additional services to the EL, FY, & LI students by refining social/emotional learning programs including the social/emotional counseling of students and the services of the district Support Academic Family Engagement Team (SAFE Team) to assess and provide services to high need students and families. In addition, secondary counselors will work with intervention staff, school psychologists, and classified/certificated staff to meet the needs of the identified students, and provide positive and safe learning environments. Staff will utilize various SEL materials such as Second Step K-6, Suite 360 7- 12, Zones of Regulation for all staff, and group and individual counseling along with consultative collaboration support for parents and teachers. These programs recognize the intersectional nature of supporting racial equity, neurodiversity, gender diversity, and cultural diversity in school, clinical, and community-based settings. Most importantly, SEL serves as a critical lever for advancing equity and inclusion for all learners and moving away from punitive behavioral models that perpetuate disparities in opportunity for marginalized populations. Tier 2-3 of the SEL MTSS system will be integrated into Behavior Academic Intervention Teams (BAIT) in the PBIS system further establishing an enhanced MTSS system. PBIS coordinators, teachers, counselors & school psychologists will have access to the "Playbook" SEL online resource offered through the local survey (Panorama Survey System) to supplement SEL interventions. School Psychologist and Intervention Counselors will be trained on utilizing Panorama Survey Systems and interpreting their data for screening English Learners and low-income students at-risk students and using data as a progress-monitoring tool to support monitoring of Tier 2-3 SEL interventions. This action is designed to meet the needs most associated with EL, FY, and LI. However, because we expect that all students will benefit, this action is provided on a district-wide basis. As a result of providing this high level of support in a tiered, student-focused way, the district expects that these services will result in increased performance of our		

Action #	Title	Description	Total Funds	Contributing
		EL, FY, and LI as measured by their graduation rate and college-career readiness.		
2.6	Co-Curricular Activities	Central USD will promote and increase participation in school activities that create students' positive connections to their school. The district will provide and maintain existing levels of a high-quality GATE program, and a variety of academic opportunities, experiences, and competitions.	$7,034,630.49	No
2.7	Multi-Tiered System of Support-Behavior Tier 1	Central USD will continue to provide behavioral support which includes enhancement of the PBIS framework as well as the monitoring and implementation of practices such as classroom circles/meetings, respect agreements, Restorative Justice, and Youth Court (high school level) using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff will provide behavioral counseling support to provide positive and safe learning environments. A workgroup of PBIS coordinators, teachers, school psychologists & counselors, and administrators will begin to utilize local survey data from the Panorama Survey System for Tier 1 strategies to support the integration of Culture & Climate data through PBIS teams.	$4,559,947.70	No
2.8	Multi-Tiered System of Support-Behavior Tier 2-3	While promoting a positive and welcoming culture, it is noted that based on the metrics included in the LCAP that suspension rates for FY & LI who are also identified as SWD have a higher suspension rate as compared to all students.

In an effort to keep the student groups above in school and give them tools to manage their behavior, Central USD will implement supplemental and intensive services designed to support foster youth and low-income students and to promote a positive school climate and welcoming culture. Local experience shows that when low-income and | $4,383,046.84 | Yes |

Action #	Title	Description	Total Funds	Contributing
		foster youth students feel safe and welcome at school, will attend school regularly and establish relationships with staff at school. If students are in school consistently, they will have access to tiered support and interventions to give them tools to monitor their behavior (e.g 'thinkerys' responsibility center and opportunity programs). Additional services to foster youth and low-income students will be provided by support personnel such as All 4 Youth clinicians, CYS professionals, and CenCal Mentors, focused primarily on increasing student/adult one-to-one connections at school. The district will support enhancing school site Behavior Academic Intervention Teams (BAIT- Tiers 2 & 3) in utilizing screening data from Panorama Survey Systems, or the Student Risk Screening Scale (SRSS) to identify and monitor foster youth and low-income students at risk for behavioral and social-emotional needs. Feedback from BAIT teams will be used to support the next steps to create targeted intervention strategies and track student progress with an integrated approach of PBIS & SEL. Additionally, the district will add psychologists (above what is required for FAPE) and intervention counselors to increase behavior support as well as additional administrators. These additional support personnel will work with the identified students to improve student's communication and social skills, assess students' emotional and behavioral needs, provide individual and group counseling, promote problem-solving, anger management, and conflict resolution, reinforce positive coping skills and resilience, and make referrals to help coordinate community services provided in schools. With this high level of diagnostic tiered support, and increasing time spent at school with staff trained to meet their needs, the district expects that these services will result in reduced suspension rates for FY & LI students. This action is designed to meet the needs most associated with FY & LI students. However, because we expect that all students will benefit, this action is provided on a district-wide basis.		

Goal Analysis [2021-22]

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

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

The district implemented academic and career counseling in Action 1 to increase and improve services for EL, FY, and LI students. To accomplish this, the district enhanced academic and career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities by adding two FTEs to expand academic and career counseling support at Central High School East and Justin Garza High School. The district also expanded services through the Parent Engagement Center (PEC) at Granville Teague Community Resource Center, by featuring academic and college readiness resources for parents and students. The PEC included help from the secondary Family Outreach Liaison providing primary language support and additional parent contacts to ensure that parents of EL, FY, & LI students were included in all workshop and training opportunities.

Action 2 of this goal was crafted to ensure equity of access to technology for EL, FY, & LI students. This action includes staffing devices, hotspots, and access to digital academic resources. Central expanded access for students without devices and/or internet connectivity. The district applied and was granted Emergency Connectivity Funding for expanded School 2 Home devices. Central also worked with both T-Mobile and ATT to ensure that students who were experiencing "dead zones" were provided a hotspot with a strong connection. The Chromebook update implemented for 3-12th grade devices also increased access at all schools for students accessing digital resources. (2022-23 Moved to Goal 3 Action 6)

As noted in Action 3, appropriately credentialed staff have been provided to meet the academic needs of all students. Secondary school sites are adequately staffed to address growth goals for all students. Partnerships exist through the K-16 Collaborative in conjunction with organizations, including local colleges, to build the capacity of teachers to effectively teach and engage students through master's degree opportunities and other professional learning events. Central USD offered a broad course of study through program and course offerings at the elementary and secondary levels. Students are on track this year to receive the Seal of Biliteracy. Maximum accessibility for all students, including EL, FY, &LI students and students in alternative school settings, has been provided and maintained.

Action 4-5 for Goal 2 focused on the social-emotional wellness and learning (SEL) of Central USD's students. Central USD provided additional services to the EL, FY, & LI students by refining social/emotional learning programs including the social/emotional counseling of students and the services of the district Support Academic Family Engagement Team (SAFE Team) to assess and provide services to high need students and families. In addition, secondary counselors collaborated with intervention staff, school psychologists, and classified/certificated staff to meet the needs of the identified students, and to provide positive and safe learning environments. Staff utilized various SEL materials such as Second Step K-6, Suite 360 7- 12, Zones of Regulation for all staff, and group and individual counseling along with consultative collaboration support for parents and teachers. These programs recognize the intersectional nature of supporting racial equity, neurodiversity, gender diversity, and cultural diversity in school, clinical, and community-based settings. Tier 2-3 of the SEL MTSS system was integrated into Behavior Academic Intervention Teams (BAIT) in the PBIS system further establishing an enhanced MTSS system. PBIS coordinators, teachers, counselors & school psychologists accessed the "Playbook" SEL online resource offered through the local survey (Panorama Survey System) to supplement SEL interventions. School psychologists and Intervention Counselors were trained on

utilizing Panorama Survey Systems and interpreting the data for screening ELs, FYI, and LI students and using data as a progress-monitoring tool to support monitoring of Tier 2-3 SEL interventions.

Co-curricular activities were implemented in Action 6 of this goal. Due to COVID restrictions, many of the performances and competitions in Visual and Performing Arts (VAPA) for band and choir in the fall and some in the spring were eliminated. These results along with enrollment are used to determine program strengths and areas for improvement. Despite restrictions, secondary bands and choirs continued to receive Superiors and Unanimous Superiors at all festivals and competitions. The secondary music programs were also able to present their fall and spring concerts. Students in the elementary program have been able to either perform via video or live in outdoor concerts during the spring semester. Secondary enrollment was down considerably at all levels. Elementary band and choir were only offered after school and entirely virtually during the 2020-21 school year. Enrollment was extremely low with a range from 1-12 students at all sites. This made it difficult to recruit students for middle school programs for the 2021-22 school year. Interestingly, elementary programs for this year, as reported by teachers, are nearly at and in some cases exceeding enrollment numbers from 2019-to 20 (pre-COVID). Enrollment at the middle school level this year varies by site but is down from 2020-21 enrollment by 30%-50%. Classes for last year were held virtually during the school day and face to face in spring 2021. Again, the loss in enrollment this year can be attributed to the elementary band and choir classes only being offered after school from 2020-to 21. At the high school level, incoming freshmen were lower this year than in the past, however, it is not enough to skew numbers dramatically. It is the change to the high school schedule which impacted enrollment the most as it changed from an 8 block to 6 period day this year. Overall enrollment has decreased by approximately 30%-60% depending upon the class. Marching Band, for which students receive PE credit, dropped from 150 to 100 students in a year. Whereas Choir dropped from 85 students in 2020-21 to 34 students in 2021-22. The high school teachers made a concerted effort this spring to encourage students to take a foreign language during summer school so that they could take a music class as an elective in 2022-23. Many middle school music teachers visited their feeder schools to meet and recruit students for next year, while the high school hosted joint concerts with their feeder sites. Peach Blossom was a virtual 3-day event, however, many sites performed in their classrooms or in their cafeteria. There were performances by individuals, groups, and class performances that included children from grades K-6 and SDC.

Spelling Bee returned to face-to-face contests this year at both sites and district contests. Fresno County Spell off was face to face and a Central USD student qualified to attend the Scripps Spelling Bee in Washington DC. Participation this year was very robust with an increase of students competing than in the 20-21 school year. Central students participating in Young Author's Faire earned 5 exemplary awards for this year's submissions. The majority of the district's sites sent the full amount of allowable submissions leading to increased participation from the 20-21 school year. Forty-two students from 8 school sites participated in the annual science fair. A virtual showcase was held honoring all participants. Science Fair judges from various sites provided feedback to students based on the scientific process and/or engineering rubric. Each participant received a medal for participation, and written feedback from judges, and was featured in a virtual Science Fair Showcase. Students received awards and feedback from judges based on tests that were administered and proctored virtually by Science Fair judges. Individual events were recorded and shared when the building was involved. Five elementary schools entered the County Science Fair and received kits in the mail that allowed them to conduct small events at the school site. High school teams from both East and West participated in Science Olympiad as an online academic competition. The schools that participated recorded and shared events online for parents and the interested public to view. Sites also gave out individual and team awards.

Five students from Pershing CHS won medals for participating in Academic Decathlon. A student from Liddell Elementary won at the County level for History Day and competed at the State competition in May.

GATE program coordinators identified gifted students in grades 2-8. GATE students are clustered in classrooms with teachers who have received professional learning via the Central USD GATE Teacher Certification program. Students enrolled in this cluster received differentiation in their areas of exceptionality through the use of depth, complexity, novelty, and acceleration. Students who are accelerated based on tier III intervention are provided a Yearly Learning Plan outlining the level and need for the acceleration. Teachers were provided support through online resources and virtual or in-person coaching sessions with our Instructional Support Coach for differentiation. GATE students in grades 4-6 participated in the part-time GATE Enrichment class. This is a once-a-week class but is an integral part of the day. The theme for the year was Community Impact. Students chose an individual project to make a positive impact on their community. Some of the projects included; making and delivering blankets to homeless shelters, raising funds for COVID relief, neighborhood beautification projects, etc. There was an education component to every project in which students shared and taught others. High school GATE students had access to the various advanced and honors courses as well as academic competition.

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: Expenditures decreased from $$838,383 to $676,170 as a result of vacant positions.
Action 2: (2022-23 Moved to Goal 3 Action 6) Expenditures increased from $3,210,903 to $8,520,788 as a result of the continuing need for additional devices, and hot spots, software, expansion of bandwidth, and outfitting community hubs. In addition, salary increases from the settlement of labor negotiations added to the cost of this action.
Action 5: Expenditures increased from $3,901,098 to $5,537,797 as a result of salary increases from the settlement of labor negotiations and added staffing.

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

With a slight increase in the graduation rate, Central USD is seeing gains in Action 1. The FAFSA completion rate has increased by 6% over last year and that increase will aid the improvement of CCI for students. The SPED department restructured the diploma track for students with IEPs and saw a 6% increase in the graduation rate.

Access to technology also known in this plan as action 2 continues to be implemented at a high level. As of March 2022, about 13,550 Chromebooks have been distributed to support blended learning. Also, all devices in classrooms 3rd through 12th grade were updated to brand new Chromebook models that will enable our students to access the most relevant content. Lastly, 4,360 hotspots were given to students to support low bandwidth while learning at home. Increased support in this area has contributed to the slight overall increase in graduation rate and CCI. These devices allow students 24/7 access to learning resources. Bandwidth utilization continues to rise as digital requirements expand for home use. (2022-23 Moved to Goal 3 Action 6)

Action 3, Access to a Broad Course of Study was fully implemented as noted by the metric, but continuing to recruit and maintain highly qualified staff to support all subject areas including electives is something the district continues to focus on in order to recruit and maintain the highest quality staff for all areas.

Actions 4 & 5 relate to the support, interventions, and capacity building for staff in SEL. Usage reports of the Tier 1 SEL curriculum show that the materials were not implemented consistently or with fidelity at both elementary and secondary levels. Tier 2 and 3 services were provided as planned with the exception of utilizing the Panorama survey information and Playbook interventions, screenings, and progress monitoring. Again, a slight improvement in the graduation rate indicates progress has occurred.

While co-curricular activities were much improved from the previous school year (action 6), the district will continue to investigate additional recruitment practices in order to promote growth in the music program. The middle school theatre program had been reduced to one site in 2020-21 and continued for the 2021-22 school year. A new teacher has been hired to teach at the other two middle schools for the 2022-23 school year. Enrollment numbers and performance opportunities will be examined to determine program strengths and needs for improvement. The Visual Art program, grades 7-12, is in a rebuilding phase as it too was impacted by COVID and the schedule change at the high school. Students will once again participate in an annual art showcase during the 2022-23 school year.

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

Goal 2 Action 1, Academic & Career Counseling will move forward with an emphasis will be on increasing A-G completion, and CCI, and improving graduation rates for EL, FY, and LI students by disseminating more information to students and parents as well as holding additional college/career parent nights for the general population and specific subgroups. Career counselors will work with EL and LI students through the process of guiding students' understanding and awareness of career development, academic development, and social/emotional development. Also ensuring that the identified students are enrolled and successful in the courses needed for them to be both college and career-ready. Support will include expanded access to technology, career counseling and interest surveys, assistance filling out FAFSA, and training about college application best practices. As noted in the description of changes for Goal 1, during the 2021-22 school year, Central USD crafted the "Blueprint for Academic Success". This plan provided tactics to clearly communicate with all sites, build the capacity of existing staff, provide feedback on implementation, and celebrate successes noted. The blueprint includes acceleration strategies to ensure students recoup unfinished learning that occurred during the pandemic and school closures. Based on the results seen during the 21-22 school year, Central USD will continue to utilize this blueprint to accelerate student academic achievement. Additional study of the data through mid-year, identified schools with high percentages of EL, FY, and LI students also known as high UPP (unduplicated pupil percentages) were showing academic gaps in both ELA and mathematics. The district will support schools identified as Tier 1 and Tier 2. Based on the data those schools identified are noted below:

Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague
Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation.

The staff positions that will be increased for services at Tier 1 and Tier 2 schools in Goal 2 Action 1:
- 1 Counselor (COHS)

As described in the 21-22 Goal 2 Action 2, the district will continue to support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access to TK-12. Central USD will provide staff (certificated instructional support coach or ISC, Director of Instructional Technology, and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving low-income, English learners, and foster youth student achievement. Instructional Technology will provide the support for the use of technology in classrooms across Central to ensure that the equipment, programs, and materials that support LI, EL, and FY student learning are on devices in the district and at home. Further discussion about the actions located in this goal and alignment of services led to the decision to move Action 2 (Access to Technology) to Goal 3, Action 6.

Goal 2 Action 3-Broad Course of Study with Appropriately Credentialed Teachers will not see any changes moving into 2022-23. Existing actions 4-5 (MTSS SEL) will see essential changes by providing additional training to staff and usage monitoring on the SEL curriculum and survey results to ensure the implementation and fidelity to the adopted programs. In addition, staff will closely monitor the systems and implementation of the SAFE Team and the BAIT, specifically in the area of team communication with sites, training for site-based staff, and how the MTSS system integrates with the current PBIS routines already in place. Action 6, Co-Curricular activities will continue to grow and strive to achieve participation rates and performances to pre-pandemic rates. Added staffing to action 8 includes:
- 2 Psychologists (one per tier)

Further changes to this goal will be moving Goal 3 Actions 2&3 (MTSS Behavior Tier 1-3) to Goal 2. With this movement, staff positions currently added to 2021-22 Goal 3, Action 3 MTSS Tiers 2-3 will follow the transfer to Goal 2. Those positions are:
- 2 Intervention Counselors-one per tier
- 1 GIA (Teague)
- 1 Teacher on Special Assignment (TOSA) –At-risk students (Pershing)

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Central USD maintains an ongoing commitment to quality facilities that exemplify the commitment to effective, safe, and efficient schools as measured by educational partners survey, Williams Act inspections and hearings, and the annual Facilities Inspection Tool or "FIT". While promoting a positive and welcoming culture, it is noted that based on the 2019 CA Dashboard, suspension rates increased overall by 0.5%, with a trend of FY suspension rate increasing by 8.9% and homeless students' suspension rate increasing by 15.7%. To measure parent engagement the district will rely on parent surveys measuring climate coupled with the Parent Engagement Reflection Tool provided by the California Department of Education (CDE). Staff, teachers, and students will also be surveyed to rate their thoughts on school safety and school climate. Each of the commitments noted is part of the continuing pursuit of engaging students and parents at school by providing a safe, positive environment and implementing systems that serve the need of staff and families thereby generating improved student learning outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Report	Data Year 2020-21 Data Source: FIT report 100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT	Data Year 2021-22 Data Source: FIT report 100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT			Data Year 2023-24 Data Source: FIT report 100% of facilities overall score of "Good or Exemplary" as evaluated annually by the FIT
Core Instructional Materials	Data Year 2020-21 Data Source: SARC	Data Year 2021-22 Data Source: SARC			Data Year 2023-24 Data Source: SARC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% core instructional materials as measured by SARC	100% core instructional materials as measured by SARC			100% of students will have access to core instructional materials as measured by SARC
Parent and Family Engagement	Data Year 2020-21 Data Source: CA Dashboard Full Implementation	Data Year 2021-22 Data Source: CA Dashboard Full Implementation			Data Year 2023-24 Data Source: Full Implementation and Sustainability
Local Survey-Positive Climate	Data Year 2020-21 Data Source: Local Survey Students- 78% favorable responses Staff - 68% favorable responses Teachers-65% favorable responses Family Members-62% favorable responses	Data Year 2021-22 Data Source: Local Survey Students- 51% favorable responses Staff - 65% favorable responses Teachers-60% favorable responses Family Members-64% favorable responses			Data Year 2023-24 Data Source: Local Survey Students- 85% favorable responses Staff-75% favorable responses Teachers-70% favorable responses Family Members-70% favorable responses
Local Climate Survey-School Safety	Data Year 2020-21 Data Source: Local Survey Students- 75% favorable responses Family Members-76% favorable responses	Data Year 2021-22 Data Source: Local Survey Students- 56% favorable responses Family Members-72% favorable responses			Data Year 2023-24 Data Source: Local Survey Students- 85% favorable responses Teachers-TBD (add to survey)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Family Members-86% favorable responses
Suspension Rate	Data Year 2019-20 Data Source: CA Dashboard Suspension rate of 6.4% of all students (Orange) Suspension rate (average) FY & Homeless of 23.9% (Red)	Due to suspension of the 2020-21 CA Dashboard, DataQuest reports will measure suspension rates. Data Year 2020-21 Data Source: DataQuest Suspension rate of 0.2%* of all students All: 0.2% EL: 0.3% FY: 0% LI: 0.3% SWD: 0.6% *PLEASE BE ADVISED: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21			Data Year 2022-23 Data Source: CA Dashboard "Reset" to pre pandemic levels based on CA Dashboard growth model. All: 4.4% EL: 3.3% FY: 17.3% LI: 5.1% SWD: 8.8%

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Central US will provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.	$20,472,217.32	No
3.2	Multi-Tiered System of Support-Behavior Tier 1	Moved to Goal 2 Action 7 2022-23		
3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Moved to Goal 2 Action 8 2022-23		
3.4	Family Engagement	Based on the data provided by the CA School Dashboard student performance in ELA/Math on CAASPP show that while making gains, all students are not yet achieving at a green or higher level. Local data collected in lieu of CAASPP for the 21-22 school year, indicates that improvement is needed in English-language arts and math; especially for EL students and SWD. 2021-2022 iReady Reading (Mid Year) indicates overall student performance decreased by 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (Mid Year) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (Mid Year) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (Mid Year) indicates	$391,633.36	No

Action #	Title	Description	Total Funds	Contributing
		overall student performance decreased by 9 points from the 2020-2021 school (32% to 23%). Other measures for this action include the CA Dashboard Local Indicator #3 (Parent Engagement) and results from the local climate survey. The Family Engagement Framework published by CDE notes that "Those of us in the education community know that family engagement is one of the single most important factors in helping students succeed in school." To increase parent engagement and promote student learning, Central USD will provide personnel and training based on parent interest and support school sites as they engage families on their campuses.		
3.5	Community Liaisons - Bilingual, Family Outreach Liaison	Central USD's CAASPP ELA and Math performance indicators show overall performance gaps with respect to EL, FY, and LI students when compared to the performance of White, Asian, and Filipino subgroups. Local data collected in lieu of CAASPP for the 21-22 school year, indicates that improvement is needed in English-language arts and math; especially for EL students and SWD. 2021-2022 iReady Reading (Mid Year) indicates overall student performance decreased by 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (Mid Year) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (Mid Year) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (Mid Year) indicates overall student performance decreased by 9 points from the 2020-2021 school (32% to 23%). Other measures for this action include the CA Dashboard Local Indicator #3 (Parent Engagement) and results from the local climate survey. Based on a local needs assessment and educational partner feedback, Central USD determined that there needed to be an increase in the amount of community outreach and support to help improve access and resources for EL, LI, and FY students and families.

In an effort to engage parents of these student groups, Central USD will continue to provide parent outreach services through highly trained support staff including five Community Liaisons- Bilingual (Spanish, | $608,679.65 | Yes |

Action #	Title	Description	Total Funds	Contributing
		Punjabi, Hmong) for K-6 schools, two Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel-(Spanish, Punjabi, Hmong) available to all schools. These resources and Liaisons are designed to increase the district's ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented by facilitating parent-school communication, conducting home visits, and parent education classes, and providing assistance at parent/teacher meetings, etc. In order to better communicate with families that speak languages other than English and Spanish, the district has added an FTE for a Punjabi interpreter/translator as well as contracted with Language Line to provide on-site telephonic or virtual interpretation in 240 languages. These services are expected to be effective because studies show there is a positive correlation between parental engagement at school, positive school climate and culture, and improved student performance. The district expects that these services will result in increased CAASPP ELA and Math scores for EL, FY, and LI students and is designed to meet the needs most associated with EL, FY, and LI students. However, because we expect that all students struggling academically will benefit, this action is provided on a LEAwide basis.		
3.6	Access to Technology	Interviews, surveys, and distance learning attendance records have indicated that LI, EL, and FY students have struggled to access technology that is essential for learning. This is evidenced by CAASPP scores, CCI, and graduation rates for these particular groups in comparison to all students. Central USD EL, FY, and LI students will be provided access and training with digital academic resources and technology to accelerate learning through a school-to-home program in combination with in-classroom access, improve equity for the identified students, and extend educational opportunities beyond the school day. The district will continue to support the purchase of Chromebooks, hot spots, and	$3,043,917.62	Yes

Action #	Title	Description	Total Funds	Contributing
		other devices to ensure one-to-one access to TK-12. In addition, Central USD will provide staff (certificated instructional support coach or ISC, Director of Instructional Technology, and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving low-income, English learner, and foster youth student achievement. Instructional Technology provides the support for the use of technology in classrooms across Central to ensure that the equipment, programs, and materials that support LI, EL, and FY student learning are on devices in the district and at home. Technology provides LI, EL, and FY students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables the identified students to explore new subjects and deepen their understanding of difficult concepts. This action is designed to meet the needs most associated with English learners, foster youth, and low-income students. However, because we expect that all students will benefit, this action is provided on a LEAwide basis. As a result of providing this technology and staff support, Central USD expects that the LI, EL, and FY students will experience increases in academic performance on CAASPP and become better prepared for college, career, and community as evidenced by improved CCI, and graduation rates.		

Goal Analysis [2021-22]

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

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

Action 1 of this goal speaks to providing Central US will provide facilities and operations to meet program needs including labs, classrooms, libraries, and fields. The annual Facilities Inspection Tool or "FIT" reports completed in July 2021 and the Williams Act site visits in August 2021 showed that 100% of our facilities had an overall rating of "Good" or "Exemplary". Staff will continue to use maintenance and facilities funds to improve district facilities in order to provide safe, clean, and effective learning environments.

The district provided behavioral support (Actions 2 & 3) that included work around the PBIS framework as well as monitoring and implementation of practices such as classroom circles/meetings, respect agreements, Restorative Justice, and Youth Court (high school level) using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff provided behavioral counseling support and provided a positive and safe learning environment. The PBIS coordinators, teachers, school psychologists & counselors, and administrators began to utilize local survey data from the Panorama Survey System for Tier 1 strategies to support the integration of culture & climate data through PBIS teams. The effort to keep the students in school and give them tools to manage their behavior was implemented with supplemental and intensive services designed to support FY, and LI, and to promote a positive school climate and welcoming culture. Additional services to FY and LI students were provided by support personnel such as All 4 Youth clinicians, CYS professionals, and CenCal Mentors, and focused primarily on increasing student/adult one-to-one connections at school. The district supported enhancing school site Behavior Academic Intervention Teams (BAIT- Tiers 2 & 3) in utilizing screening data from Panorama Survey Systems, or the Student Risk Screening Scale (SRSS) to identify and monitor foster youth and low-income students at risk for behavioral and social-emotional needs. Feedback from BAIT teams was used to support the next steps to create targeted intervention strategies and track student progress with an integrated approach of PBIS & SEL. Staff did experience delays in setting up 'thinkerys' and reestablishing some systems at the site due to the lack of substitute/staff availability during the COVID wave the county experienced in late fall, and early winter. (Moved to Goal 2 Action 7 & 8 2022-23)

Action 4 of this goal strives to increase parent engagement and promote student learning, Central USD provided personnel and training based on parent interest and support school sites as they engage families on their campuses. Sessions offered included topics such as how to support your child's social-emotional learning, Literacy and Math nights, STEM nights, and district-wide community partner input sessions including students, staff, community members, and parents. Re-establishing connections to parents/guardians were challenging at the beginning of the year, especially as the county experienced a COVID spike in numbers during the fall through early winter, making it necessary to return to remote sessions for a while.

Action 5 of this goal supports parent outreach services through highly trained support staff including five Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, two Family Outreach Liaison at secondary (Spanish), and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These resources and Liaisons have increased the district's ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented. The liaisons have facilitated parent-school communication, conducted home visits, and parent education classes, and provided assistance at parent/teacher meetings, etc. The district also contracted with Language Line to provide on-site telephonic or virtual interpretation in 240 languages. Again, while services resumed at school sites and the PEC, disruptions to services did occur during the COVID resurgence of late fall/early winter, and the staff was shared between multiple sites causing resources to be stretched.

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: Expenditures increased from $18,943642 to $22,912,214 due to facility projects that were added after the year began, as well as salary increases from the settlement of labor negotiations.

Action 3: (Moved to Goal 2 Action 8 2022-23) Expenditures increase from $3,547,902 to $4,460,777 due to added staffing, expanded services, and salary increases from the settlement of labor negotiations.
Action 4: Expenditures increase from $326,866 to $476,777 due to salary increases from the settlement of labor negotiations.

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

The district sees action 1 as highly effective based on the 21-22 FIT report, 100% of facilities had a score of "Good or Exemplary" as evaluated annually by the FIT. Core instructional materials were provided at the rate of 100% as well.

Measures of actions 2 & 3 saw the program reduce the rate of suspensions (from 6.4% to 0.2% overall), as well as referrals to out-of-district programs such as Non-public schools, went down from a previous number of 13 to only 6 placements in the 21-22 school year. Central USD convened a Networked Improvement Community (CNIC) during the school year. The CNIC met throughout the school year and continued to work towards improving academic and behavioral outcomes to reduce incidences of suspension and expulsion for SWD. EL, LI, & FY students. With suspension rates down from 6.4% to less than 1%, and expulsions rates at zero, Central feels that the actions above have been effective. While part of the decrease can be attributed to school closures, the district also notes the increased positive interactions provided by BAIT teams, CYS, CenCal Mentors, All-40-Youth, and site staff via Thinkerys have attributed to the decreased numbers as well. (Moved to Goal 2 Action 7 & 8 2022-23)

Actions 4 & 5 Parent and family engagement/liaison outreach continues to show as 'standard met' by CA Dashboard local measures and the parent engagement reflection tool. Overall local survey data measuring a positive climate noted favorable responses declined in all areas except for the responses from family members. Local survey data measuring favorable responses about feelings of school safety went down for both family members and students. The parent engagement staff is looking forward to working with sites to leverage this data and provide professional learning for both parents and staff in order to address the declines in favorable responses in these areas. In the absence of CAASP data for the 2020-21 school year, Central USD utilized local assessment data to monitor student progress in ELA and Math. Local data collected indicates that improvement is needed in English-language arts and math; especially for EL students and SWD. 2021-2022 iReady Reading (Mid Year) indicates overall student performance decreased by 13 points from the 2020-2021 school year (44% to 31%). 2021-2022 iReady Reading (Mid Year) indicates EL student performance decreased 7 points from the 2020-2021 school (16% to 9%). 2021-2022 iReady Reading (Mid Year) indicates SWD student performance decreased 5 points from the 2020-2021 school (13% to 8%). iReady Math (Mid Year) indicates overall student performance decreased by 9 points from the 2020-2021 school (32% to 23%). Challenges in this area still exist as the district works to help students recoup unfinished learning as they return after prolonged distance learning and school closure.

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

Further discussion about the actions located in this goal and alignment of services led to the decision to move Goal 2 Action 2 (Access to Technology) to Goal 3 and to move Goal 3 Actions 2&3 (MTSS Behavior Tier 1-3) to Goal 2. With this movement, staff positions currently added to 2021-22 Goal 3, Action 3 MTSS Tiers 2-3 will follow the transfer to Goal 2. This decision was based on departmental input during Educational Services team meetings that by making this adjustment, staff will be able to better focus on interdepartmental communications, capacity building and deployment of resources.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$30,420,895	$2,518,928

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
20.72%	0.00%	$0.00	20.72%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) is contained in the action described in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action is marked as "wide" and contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and is effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community. The contributing "wide" actions in this plan are:

Goal 1

1.2 Literacy Rich Schools

1.4 Multi-Tiered System of Support-Academic Tier 2-3

1.7 Allocations to School Sites

1.9 English Language Proficiency for all English Learners

Goal 2

2.1 Academic & Career Counseling

2.2 Access to Technology- (Moved to Goal 3 Action 6 for 2022-23)

2.5 Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3

2.7 MTSS-Behavior Tier 2-3 (formerly Goal 3.3)

2.8 Multi-Tiered System of Support-Behavior Tier 2-3

Goal 3

3.6 Access to Technology (new to Goal 3, formerly Goal 2.2)

3.5 Community Liaisons-Bilingual, Family Outreach Liaisons

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

Central Unified School District has demonstrated it has met the 20.72% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 20.72% proportionality percentage based on the contributing actions/services in this plan. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and

understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for an English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions noted in the section above.

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.

Central USD school sites that have an enrollment of unduplicated student groups greater than 55% UPP are Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague, and Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation. The methodology used to determine which sites have the greatest need for additional staffing was an analysis of academic data (local, CAASPP, and ELPAC), any facility's needs, attendance, and demographic data in terms of the number of EL students. Using this data the district has increased staff positions that will be for services at Tier 1 and Tier 2 schools. These FTEs include:

Action 1.9
- 1 EL Newcomer Teacher-itinerant
- 7 EL Teachers @each tier 1 & 2 elementary

In addition, the district will support schools identified as Tier 1 and Tier 2 based on unduplicated pupil percentages (UPP). The methodology we used to determine which sites have the greatest need for additional staffing was an analysis of academic data (local, CAASPP, etc.), any facilities' needs, attendance, and demographic data in terms of the number of EL students and/or students with special needs. Based on the data those schools identified are noted below:

Tier 1: Biola, Tilley, Madison, Pathway, Roosevelt, Teague
Tier 2: Central Online, CLASS, El Capitan, Glacier Point, Steinbeck, McKinley, Pershing Continuation

The staff positions that will be increased for services at Tier 1 and Tier 2 schools include:

Action 1.4
- 2 Speech-Language Pathologists-one per tier
- 4 RSP and SDC teachers
- 2 Intervention Counselors-one per tier
- 1 GIA (Teague)
- 1 Student Information System Manager
- 1 Teacher on Special Assignment –At-risk students (Pershing)
- 1 Principal's Secretary (COHS)

- 1 Counselor (COHS)

Action 2.8
- Psychologists -one per tier

This funding and additional staffing will be in addition to their Local Control Funding Formula (LCFF) normal site allocation as detailed in Goal 1 Action 7.

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	1 to 54	1 to 52
Staff-to-student ratio of certificated staff providing direct services to students	1 to 22	1 to 21

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$161,370,409.76	$23,858,415.63	$1,333,995.47	$16,971,866.52	$203,534,687.38	$169,503,194.37	$34,031,493.01

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Access To Core	All	$841,431.27	$960,868.73		$5,650.00	$1,807,950.00
1	1.2	Literacy Rich Schools	English Learners Foster Youth Low Income	$2,346,900.93			$16,111.01	$2,363,011.94
1	1.3	Multi-Tiered System of Support-Academic Tier 1	All	$415,360.48	$15,778,063.37	$10,912.36	$13,577,154.41	$29,781,490.62
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	English Learners Foster Youth Low Income	$9,601,235.32		$426,309.72	$554,674.29	$10,582,219.33
1	1.5	Assessment & Professional Learning Communities (PLCs)	All	$2,340.73			$600.00	$2,940.73
1	1.6	Professional Development & Instructional Support Coaches (ISC)	All				$908,025.79	$908,025.79
1	1.7	Allocations to School Sites	English Learners Foster Youth Low Income	$1,115,799.74				$1,115,799.74
1	1.8	College & Career Pathways	All		$386,344.66	$567,602.00	$163,164.00	$1,117,110.66
1	1.9	English Language Proficiency for all English Learners	English Learners	$5,861,737.34			$743,620.04	$6,605,357.38
2	2.1	Academic & Career Counseling	English Learners Foster Youth Low Income	$740,534.49			$2,000.00	$742,534.49

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Access to Technology						
2	2.3	Broad Course of Study with Appropriately Credentialed Teachers	All	$100,194,154.62		$277,694.11		$100,471,848.73
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	All	$2,621,748.44	$537,779.63		$25,000.00	$3,184,528.07
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	English Learners Foster Youth Low Income	$4,311,032.46	$46,764.46			$4,357,796.92
2	2.6	Co-Curricular Activities	All	$7,034,630.49				$7,034,630.49
2	2.7	Multi-Tiered System of Support-Behavior Tier 1	All	$4,306,021.39	$146,149.38	$51,477.28	$56,299.65	$4,559,947.70
2	2.8	Multi-Tiered System of Support-Behavior Tier 2-3	Foster Youth Low Income	$4,341,817.14	$41,229.70			$4,383,046.84
3	3.1	Facilities	All	$14,456,157.58	$5,829,252.36		$186,807.38	$20,472,217.32
3	3.2	Multi-Tiered System of Support-Behavior Tier 1						
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3						
3	3.4	Family Engagement	All	$59,718.81			$331,914.55	$391,633.36
3	3.5	Community Liaisons - Bilingual, Family Outreach Liaison	English Learners Foster Youth Low Income	$451,437.77			$157,241.88	$608,679.65
3	3.6	Access to Technology	English Learners Foster Youth Low Income	$2,668,350.76	$131,963.34		$243,603.52	$3,043,917.62

2022-23 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
$146,790,649	$30,420,895	20.72%	0.00%	20.72%	$31,438,845.95	0.00%	21.42 %	**Total:**	$31,438,845.95
								LEA-wide Total:	$30,698,311.46
								Limited Total:	$0.00
								Schoolwide Total:	$740,534.49

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Literacy Rich Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,346,900.93	0%
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,601,235.32	0%
1	1.7	Allocations to School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,115,799.74	0%
1	1.9	English Language Proficiency for all English Learners	Yes	LEA-wide	English Learners	All Schools	$5,861,737.34	0%
2	2.1	Academic & Career Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central High School East,Central OHS & Justin Garza High School	$740,534.49	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Access to Technology				All Schools		0%
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,311,032.46	0%
2	2.8	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	LEA-wide	Foster Youth Low Income		$4,341,817.14	0%
3	3.5	Community Liaisons - Bilingual, Family Outreach Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$451,437.77	0%
3	3.6	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,668,350.76	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$190,407,816.32	$289,699,646.83

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	$2,411,758.83	$1,838,227.75
1	1.2	Literacy Rich Schools	Yes	$2,117,065.43	$2,340,971.54
1	1.3	Multi-Tiered System of Support-Academic Tier 1	No	$25,501,337.32	$88,388,602.04
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	$12,350,307.09	$22,355,084.16
1	1.5	Assessment & Professional Learning Communities (PLCs)	No	$283,938.64	$4,082,184.89
1	1.6	Professional Development & Instructional Support Coaches (ISC)	No	$500,012.26	$177,750.00
1	1.7	Allocations to School Sites	Yes	$696,480.02	$6,447,819.54
1	1.8	College & Career Pathways	No	$1,616,795.00	$3,007,069.57
1	1.9	English Language Proficiency for all English Learners	Yes	$4,859,666.91	$6,000,634.41
2	2.1	Academic & Career Counseling	Yes	$838,382.96	$676,170.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Access to Technology	Yes	$3,210,903.49	$8,520,788.19
2	2.3	Broad Course of Study with Appropriately Credentialed Teachers	No	$94,971,448.43	$97,704,437.96
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	No	$2,958,699.70	$2,706,851.01
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	$3,901,098.97	$5,537,797.30
2	2.6	Co-Curricular Activities	No	$6,686,879.50	$7,120,432.33
3	3.1	Facilities	No	$18,943,642.75	$22,912,214.05
3	3.2	Multi-Tiered System of Support- Behavior Tier 1	No	$4,439,469.11	$4,394,055.47
3	3.3	Multi-Tiered System of Support- Behavior Tier 2-3	Yes	$3,547,902.36	$4,460,777.03
3	3.4	Family Engagement	No	$326,866.36	$476,368.85
3	3.5	Community Liaisons -Bilingual, Family Outreach Liaison	Yes	$245,161.19	$551,410.40

2021-22 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)
$31,880,135	$28,057,935.56	$31,901,996.42	($3,844,060.86)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Rich Schools	Yes	$2,116,065.43	$2,244,137.22	0%	0%
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	$9,754,108.03	$8,874,530.76	0%	0%
1	1.7	Allocations to School Sites	Yes	$696,480.02	$2,896,686.38	0%	0%
1	1.9	English Language Proficiency for all English Learners	Yes	$4,545,320.49	$5,497,786.39	0%	0%
2	2.1	Academic & Career Counseling	Yes	$838,382.96	$674,170.34	0%	0%
2	2.2	Access to Technology	Yes	$2,753,442.43	$2,865,270.61	0%	0%
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	$3,858,204.65	$4,358,992.53	0%	0%
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	$3,254,625.18	$4,086,479.61	0%	0%
3	3.5	Community Liaisons -Bilingual, Family Outreach Liaison	Yes	$241,306.37	$403,942.58	0%	0%

2021-22 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)
$136,429,379	$31,880,135	0	23.37%	$31,901,996.42	0.00%	23.38%	$0.00	0.00%

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 (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

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

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

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

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

   o 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)

   o 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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

   o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

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

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

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

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

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

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

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

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

California Department of Education
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