



## LCFF Budget Overview for Parents

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

CDS Code: 10739650000000

School Year: 2024-25

LEA contact information:

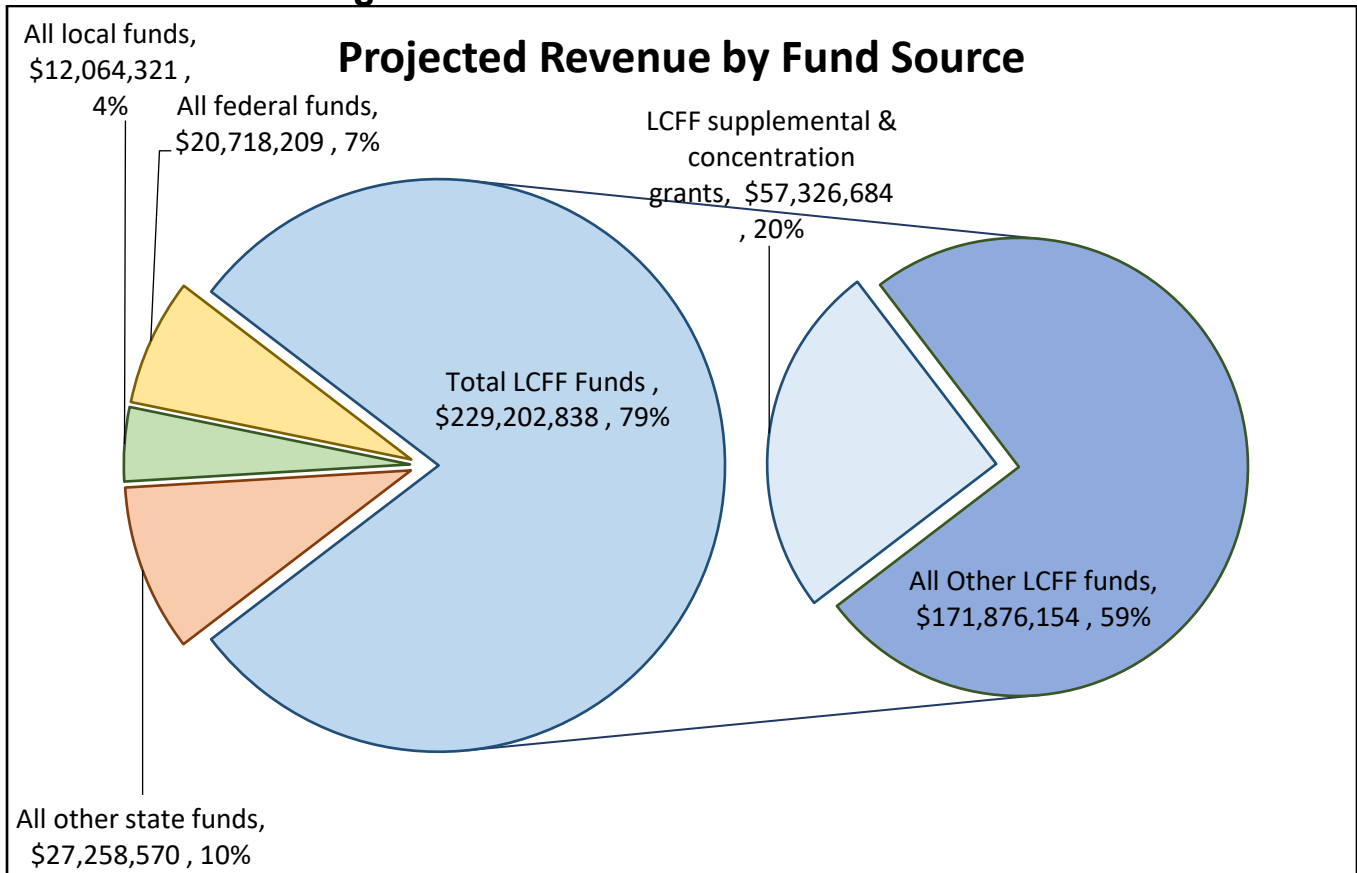
Ketti Davis

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 2024-25 School Year

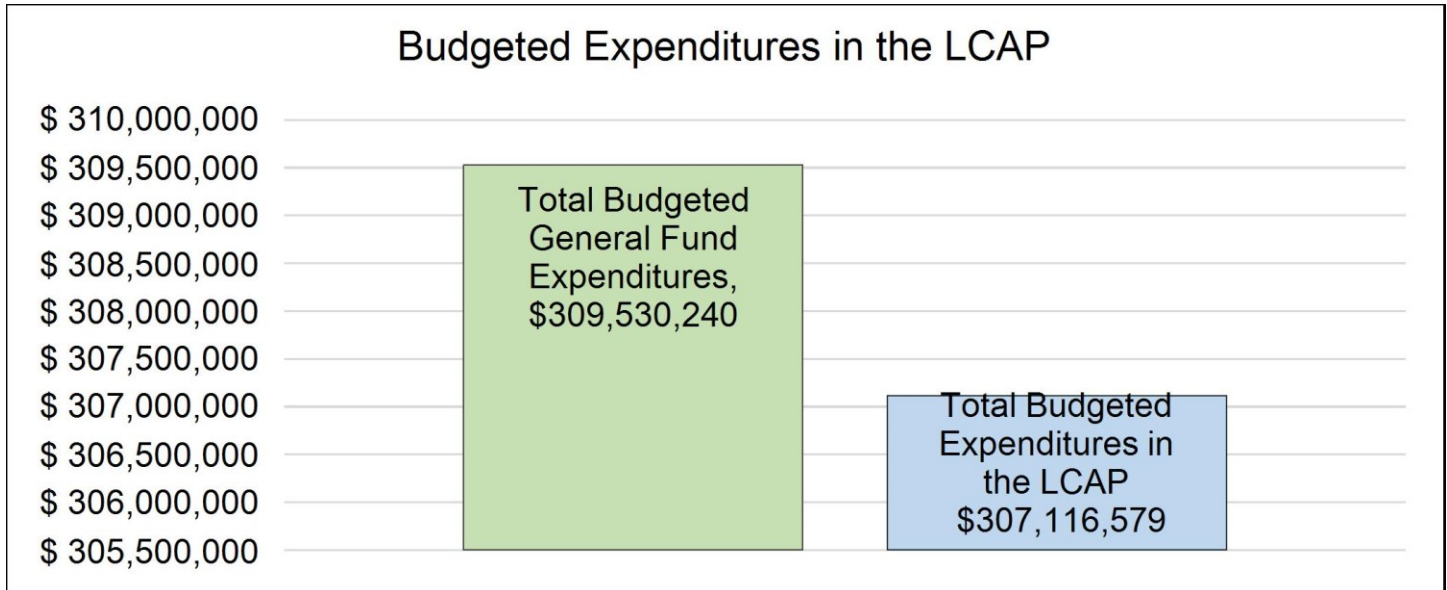


This chart shows the total general purpose revenue Central Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Unified School District is \$289,243,938, of which \$229,202,838 is Local Control Funding Formula (LCFF), \$27,258,570 is other state funds, \$12,064,321 is local funds, and \$20,718,209 is federal funds. Of the \$229,202,838 in LCFF Funds, \$57,326,684 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Central Unified School District plans to spend for 2024-25. 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 \$309,530,240 for the 2024-25 school year. Of that amount, \$307,116,579 is tied to actions/services in the LCAP and \$2,413,661 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

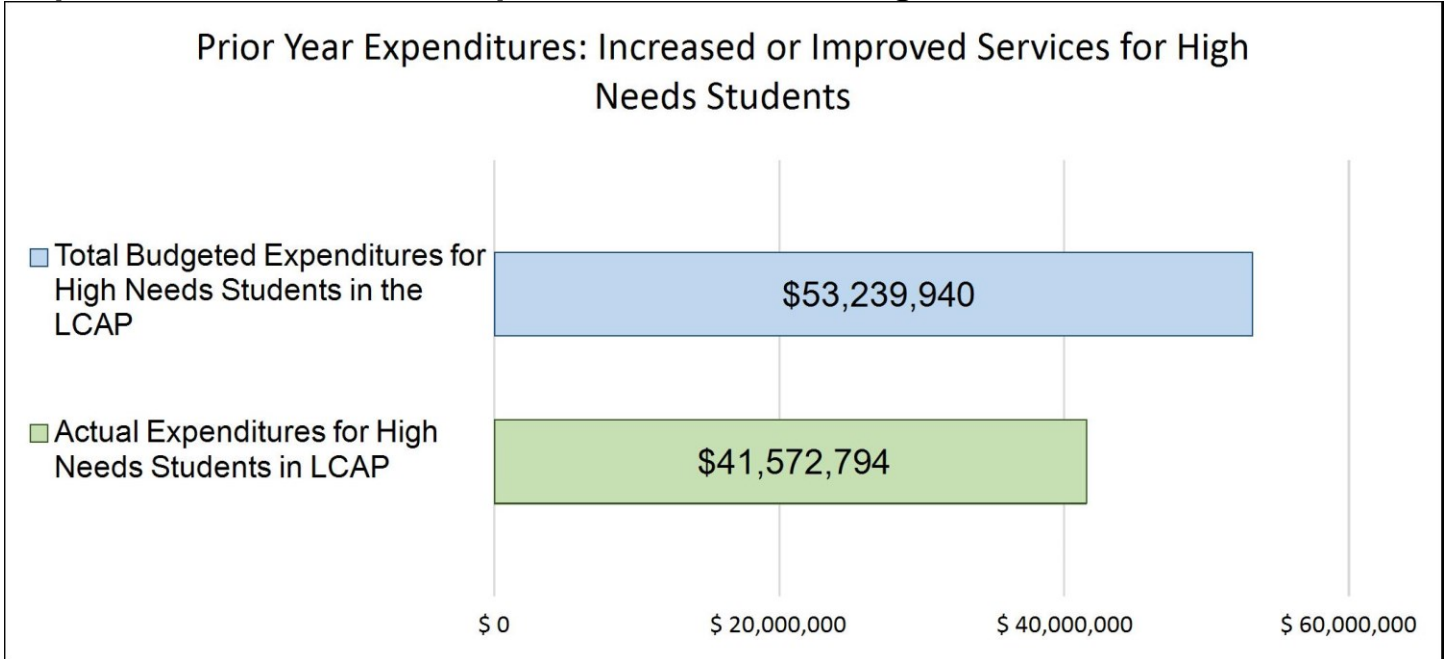
The expenditures not in LCAP include STRS on behalf, apprentice program, one-time cafeteria grants that are in fund 0100

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Central Unified School District is projecting it will receive \$57,326,684 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 \$68,424,673 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 2023-24



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 2023-24, Central Unified School District's LCAP budgeted \$53,239,939.56 for planned actions to increase or improve services for high needs students. Central Unified School District actually spent \$41,572,793.94 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$11,667,145.62 had the following impact on Central Unified School District's ability to increase or improve services for high needs students:

A portion of the expenditures for the high need students in FY 2023/2024 were expended using one time COVID funds that helped supplant the district in it's everyday costs.



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

# 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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA Performance Indicator CA Dashboard</p> <p>Note: Local assessment will be used until CA Dashboard results become available</p>	<p>Data Year 2020-21 Data Source: CA Dashboard</p> <p>iReady Reading - 44% students mid or above grade level or early on grade level</p>	<p>Data Year 2021-22 Data Source: CA Dashboard</p> <p>iReady Reading End of the Year -students mid or above grade level or early on grade level</p> <p>All: 40% EL: 17% FY: 29% LI: 34% SWD: 16%</p>	<p>Data Year: 2022-23 Data Source: CA Dashboard</p> <p>iReady Reading End of the Year -students mid or above grade level or early on grade level</p> <p>All: 24 % EL: 16% FY: 43% LI: 29% SWD: 6%</p>	<p>Data Year 2023-24 Data Source: CA Dashboard</p> <p>Spring iReady ELA students at or above grade level</p> <p>All: 34.4 % EL: 9.3 % FY: 18.3 % LI: 31.7 % SWD: 8 %</p>	<p>Data Year 2023-24 Data Source: CA Dashboard</p> <p>End of the Year iReady ELA-percent of students whose highest score on the iReady ELA was at or above their grade level</p> <p>All: 39% EL: 31% FY: 45% LI: 39% SWD: 21%</p>
<p>Math Performance Indicator CA Dashboard</p> <p>Note: Local assessment will be</p>	<p>Data Year 2020-21 Data Source: CA Dashboard</p> <p>iReady Math - 32% students mid or above</p>	<p>Data Year 2021-22 Data Source: CA Dashboard</p> <p>iReady Math End of the Year-students mid</p>	<p>Data Year 2022-23 Data Source: CA Dashboard</p> <p>iReady Math End of the Year -students</p>	<p>Data Year 2023 Data Source: CA Dashboard</p>	<p>Data Year 2023-24 Data Source: CA Dashboard</p> <p>End of the Year iReady</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
used until CA Dashboard results become available	grade level or early on grade level	or above grade level or early on grade level  All: 37% EL: 17% FY: 19% LI: 30% SWD: 16%	mid or above grade level or early on grade level  All: 23% EL: 12% FY: 17% LI: 21% SWD: 15%	Spring iReady Math students at or above grade level  All: 24 % EL: 7 % FY: 9.4 % LI: 21.5 % SWD: 6.9 %	Math-percent of students whose highest score on the iReady Math was at or above their grade level  All: 32% EL: 21% FY: 26% LI: 30% SWD: 24%
College Career Indicator-CA Dashboard  Note: Local measures will be used until CA Dashboard results become available (A-G & CTE Completion Rate)	Data Year 2019-20 Data Source: CALPADS  46% of pupils who completed a CTE pathway & also met UC/CSU A-G requirements	Data Year 2020-21 Data Source: CALPADS  All: 44.8% EL: * FY: * LI: 41.6% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Data Year 2021-22 Data Source: CA Dashboard  Pupils who completed at least one CTE pathway & also met UC/CSU A-G requirements as calculated for the Fall 2022 CA Dashboard (Baseline Reset)  All: 7.4 % EL: * FY: * LI: 6.3% SWD: *  *Note: To protect student privacy, data are suppressed (*) on	Data Year 2022-23 Data Source: CA Dashboard (Baseline Year)  CCI % Prepared:  All: 27% EL: 5.8% FY: 0% LI: 24% SWD: 3.8%	Data Year: 2023-24 Data Source: CA Dashboard Indicator  Pupils completed a CTE pathway and met UC/CSU A-G requirements  All: 9.4% EL: 4.7% FY: 2.0% LI: 8.3% SWD: 2.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.		
EAP ELA Note: Local data will be used to determine until CAASP results become available	Data Year 2019-20 Data Source: CAASPP 55% of pupils scoring conditionally ready or higher	Data Year 2020-21 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 40% EL: 15% FY: * LI: 37% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Data Year 2021-22 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 47% EL: 9% FY: * LI: 39% SWD: 14%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.	Data Year 2022-23 Data Source:  Pupils scoring conditionally ready or higher  All: 44% EL: 23% FY: * LI: 47% SWD: 32%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.	Data Year 2022-23 Data Source:  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	Data Year 2019-2020 Data Source: CAASPP	Data Year 2020-21 Data Source: CAASPP	Data Year 2021-22 Data Source: CAASPP	Data Year 2022-23 Data Source: CAASPP	Data Year 2022-23 Data Source: CAASPP



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
until CAASP results become available	26% of pupils scoring conditionally ready or higher	<p>Pupils scoring conditionally ready or higher</p> <p>All: 17% EL: 6% FY: * LI: 14% SWD: *</p> <p>*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.</p>	<p>Pupils scoring conditionally ready or higher</p> <p>All: 16% EL: 2% FY: * LI: 12% SWD: 1%</p> <p>*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer..</p>	<p>Pupils scoring conditionally ready or higher</p> <p>All: 20% EL: 7% FY: * LI: 18% SWD: 10%</p> <p>*Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.</p>	<p>Pupils scoring ready or higher</p> <p>All: 35% EL: 24% FY: 18% LI: 32% SWD:18%</p>
Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Data Year 2020-21 Data Source: CA Dashboard Full implementation	Data Year 2021-22 Data Source: CA Dashboard Local Indicator Full Implementation	Data Year 2022-23 Data Source: CA Dashboard Local Indicator Full Implementation	Data Year 2023-24 Data Source: CA Dashboard Reflection Tool Full Implementation	Data Year 2023-24 Data Source: CA Dashboard Local Indicator Full Implementation and Sustainability
English Learner Progress Indicator (ELPI)	Data Year 2018-19 Data Source: CA Dashboard Fall ELPI  48.1%	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 16% Level 3- 39% Level 2- 32% Level 1- 13%	Data Year 2022-23 Data Source: CA Dashboard ELPI = 'Medium' 51.4% of ELs making progress toward English language proficiency	Data Year 2023-24 Data Source: CA Dashboard ELPI 52.7% making progress towards English Language Proficiency	Data Year 2023-24 Data Source: CA Dashboard Fall 2023 ELPI= 'High' 55% of ELs making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	Data Year 2020-21 Data Source: DataQuest  4.4% reclassification rate	Data Year 2021-22 Data Source: Aeries* *Data Source changed to local information to  11% reclassification rate reflect the most current data.	Data Year 2022-23 Data Source: Aeries  10% reclassification rate (Spring Window 2023)	Data Year 2023-24 Data Source: Aeries  8.2 % Reclassification Rate Window #2 2024	Data Year 2023-24 Data Source: Aeries  20% reclassification rate
A-G & CTE Completion Rate	Data Year 2019-20 Data Source: CALPADS  46% of pupils who completed a CTE pathway & also met UC/CSU A-G requirements	Data Year 2020-21 Data Source: CALPADS  Pupils who completed a CTE pathway & also met UC/CSU A-G requirements  All: 44.8% EL: * FY: * LI: 41.6% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student	Data Year 2021-22 Data Source: CA Dashboard  Pupils who completed at least one CTE pathway & also met UC/CSU A-G requirements as calculated for the Fall 2022 CA Dashboard (Baseline Reset)  All: 7.4 % EL: * FY: * LI: 6.3% SWD: *  *Note: To protect student privacy, data are suppressed (*) on	Data Year: 2022-23 Data Source: Data Quest  Pupils who completed at least one CTE pathway & also met UC/CSU A-G requirements.  All: 4.7 % EL: * FY: * LI: 4.4% 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 if applicable  Pupils completed a CTE pathway and met UC/CSU A-G requirements  All: 56% EL: 11% FY: 11% LI: 52.8% SWD: 11%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		population (cohort students) is 10 or less.	the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.	population (cohort students) is 10 or fewer.	
A-G Completion Rate	Data Year: 2019-20 Data Source: DataQuest 37.5%	Data Year: 2020-21 Data Source: DataQuest  All: 43.5 % EL: 13.3% FY: * LI: 33.5% SWD: 12%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less.	Data Year: 2021-22 Data Source: DataQuest  All: 36.6% EL: 11.9 % FY: LI: 34.9% SWD: 12.3%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.	Data Year: 2022-23 Data Source: DataQuest  All: 36% EL: 13% FY: * LI: 31% 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 fewer.	Data Year: 2022-23 Data Source: DataQuest  All: 46.5% EL: 16.3% FY: 37.9% LI: 36.5% SWD: 15.3%
CTE Completion Rate	Data Year: 2019-20 Data Source: Aeries 99 %	Data Year: 2020-21 Data Source: Aeries  All: 95% EL: 78% FY: *	Data Year: 2021-22 Data Source: Aeries  All: 96% EL: *% FY: *%	Data Year: 2022-23 Data Source: Aeries  All: 98.8% EL: * FY: 98.7%	Data Year: 2023-24 Data Source: CALPADS EOY1 65%  All: 99%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.	LI: 94% SWD: *%  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or fewer.	LI: 100% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or fewer.	EL: 95% FY: 95% LI: 99% SWD: 99%
AP Pupils Scoring 3 or higher on the yearly examination	Data Year: 2019-2020 Data Source: CollegeBoard 64.1%.	Data Year: 2020-21 Data Source: CollegeBoard  All: 65% EL: 20% FY: * LI: 62% SWD: 40%  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or less.	Data Year: 2021-22 Data Source: CollegeBoard  All: 73% EL: 25% FY: * LI: 69% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or fewer.	Data Year: 2022-23 Data Source: CollegeBoard  All: 72% EL: * FY: * LI: 70% SWD: *  *Note: To protect student privacy, data are suppressed (*) on the report if the cell size within a selected student population is 10 or fewer.	Data Year: 2022-23 Data Source: CollegeBoard  All: 78.1% EL: 33.1% FY: 8.1% LI: 75.1% SWD: 53.1%

# Goal Analysis

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 seeks to provide access to core curriculum materials in all content areas. All Central Unified School District students have access to the core curriculum materials in all content areas as evidenced by annual completion reports through library services and no Williams complaints or violations occurring. Standards maps are utilized for instructional planning and are a resource for provided feedback. The core curriculum adopted aligns with the state frameworks and is selected through a formal process that includes educational partners and professional development in its implementation and use. Central USD has been consistent in the support of VAPA programs as an essential part of core education. Planned actions are closely aligned with actual implementation without significant deviations.

Action 2 provided Literacy Rich Schools-Central USD with additional access to library services, including support for staff from instructional coaches, to support student academic performance. The district supported equity of access to library services and literacy-rich environments, by creating a more robust and accessible library system for students to close achievement gaps. Instructional Coaches worked with schools to support learning by providing professional development of high-impact instructional strategies for teachers. Secondary teacher librarians used Learn 360, digital tools & Fresno County SORA digital library. The district increased its collection of diverse books at all grade levels to provide representation for all our students. Planned actions closely match actual implementation with minimal differences.

In Action 3 the district implemented a Multi-Tiered System of Support-Academic Tier 1-Central USD utilized effective elements of instruction to ensure academic achievement for students struggling academically, students with disabilities, and students who are gifted (GATE). All Central Unified schools provided a variety of Tier 1 academic supports. DMTI and CGI math professional development continues to expand to additional grade levels. Classroom observations/drop-ins ensure effective Tier 1 instruction. Planned actions are closely aligned with actual implementation, with minimal discrepancies noted.

Action 4 implemented a Multi-Tiered System of Support-Academic (Tier 2-3) to address the academic achievement gap. This initiative offered intervention services comprising additional staff, specialized instruction, and supplementary materials. It encompassed math and ELA intervention, before/after school tutoring, paraprofessional assistance, Saturday School, and Summer School to cater to students' academic requirements. To bolster these services, the duration of paraprofessional time in classrooms was extended to a full day. There were no substantive disparities between planned actions and the actual implementation of these actions.

Action 5 articulates the use of assessment & Professional Learning Communities The district utilized its data analytics system to streamline data processing, compilation, and distribution to sites, enabling real-time adjustments to instruction. Additionally, dedicated time was allocated for Professional Learning Communities (PLCs) to utilize this data for progress monitoring and instructional adjustments. Central Unified utilized both iReady (K-8) and NWEA-MAP (9-12), as well as IABs and FIABs in addition to Fountas and Pinnell (Elementary reading assessment), and common formative assessments. The results of this data were collected and provided to sites for review and reflection. Time was provided for grade level/content area PLCs where staff analyzes the data. Instructional decisions were made through a re-teach/re-

asses cycle that provides staff with ongoing data to monitor progress and adjust instruction. There were no substantive variances between the planned actions and the actual implementation of these actions.

Action 6 implemented Professional Development & Instructional Support Coaches (ISCs) to enhance teacher capacity and customize instruction for students. Comprehensive professional development was provided for teachers and support staff to strengthen their teaching and assessment skills. The district utilized eight Instructional Support Coaches (ISCs) to support this model, ensuring effective implementation of new learning to accelerate student progress. There were no significant disparities between planned actions and the actual implementation of these actions.

Action 7 provided Allocations to School Sites. All Central USD sites were allocated funding based on the number of FY, LI, and EL students enrolled there. Sites are effectively spending identified allocations on appropriate expenditures to meet the strategies and actions contained within their SPSA. Targeted subgroups are receiving support/interventions based on PLC analysis. Planned actions are closely aligned with actual implementation without significant differences.

Action 8 allowed Central USD to provide College & Career Pathways. Students were provided access to career technical education (CTE) and dual enrollment pathways. The district has expanded pathways based on student needs, industry advice, and labor workforce rates with an emphasis on recruiting and supporting student enrollment for underrepresented student groups. Culinary Arts was added to Justin Garza HS and Educational Careers was added to Central East HS. Central HS has seen its Education Pathway expand to incorporate a capstone course. Dual enrollment courses continue to be added to the CHS master schedule as students progress through the early college model. Central East HS and Justin Garza HS have added Dual Enrollment courses in ELA and social studies for 12th graders. Students in capstone CTE classes have a graduation rate of 98.75%. Planned actions closely match actual implementation with minimal differences.

English Language Proficiency for all English Learners is detailed in Action 9. Central USD conducted teacher training sessions to enhance educators' understanding of the ELA/ELD Framework. The district prioritized swift language acquisition and accelerated academic progress for new students. Additionally, the EL Services supervisor oversaw intake and classroom placement systems for all English Learner (EL) students, and provided orientation workshops for parents of newcomers, facilitating a smoother transition to schooling in California for both parents and students. There were no substantive disparities between planned actions and the actual implementation.

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

Action 1-Access to Core saw a difference in estimated expenditures vs. actual dollars spent of about \$1.1 million. Most of the dollars unspent were due to the continued balance of CARES funding and reclassification of expenditures to spend down the one-time grants.

Action 2-Literacy Rich Schools indicates the estimated expenditures differed from the actual dollars spent by approximately \$2.7 million. The majority of the unspent funds were attributed to the ongoing balance of CARES funding and the reclassification of expenditures to utilize the one-time grants.

Action 3-MTSS Tier 1 There was a \$5.3 million difference observed in Academic Intervention expenditures. Following discussions with fiscal staff, it was concluded that the unspent funds originally allocated from the regular budget resulted from the ongoing balance of CARES funding and the reclassification of expenditures aimed at utilizing the one-time grants.

Action 4- Multi-Tiered System of Support-Academic (Tier 2-3) There was a \$8.1 million difference observed in Academic Intervention expenditures. After conversations with fiscal staff, it was established that the unspent funds stemmed from the remaining balance of CARES funding and the reclassification of expenditures intended to utilize the one-time grants.

Action 5 -Assessment and PLCs saw a difference of about \$1.1 million. Some of this underspending is attributed to a lack of teacher release time due to substitute teacher shortages. The rest of the unspent funding was due to the ongoing balance of CARES funding and the reclassification of expenditures aimed at utilizing the one-time grants.

Action 6-Professional Development & Instructional Support Coaches (ISCs) shows an unspent amount of \$35,825. This calculation is due to the variance of employee step and column placement when actual hires were put on contracts.

Action 7-Allocations to School Sites-Is underspent by \$360,601. This difference is attributed to school sites not spending down at this point in the year, or sites having encumbered on purchase orders but have not yet processed the invoices due to the glut of processing at this time of year.

Action 8-College & Career Pathways has overspent by \$715,360. This increase is due to expanded college career activities, classes and workshops, field trips, and wage increases for College Career teachers and all affiliated staff after the contract resolution with bargaining partners earlier this year.

Action 9 English Language Proficiency saw no material differences in estimated actual predictions and estimated actuals through the end of the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 proved effective as the district provided access to the core curriculum aligned with the California Common Core State Standards and the California State Framework. Central Unified has not received any Williams Complaints for student access to the core curriculum in the current school year. All new adoptions follow the outlined procedures within the CBA. Secondary Performing Arts Directors began strong this year in their efforts to continue to rebuild their programs for grades 7-12. Standards maps were utilized for instructional planning, and are a resource for provided feedback.

Action 2 enhanced Literacy Rich Schools-Central USD's library services, offering staff support from instructional coaches to boost student academic performance. The district prioritized equity in library access and literacy-rich environments, bolstering its library system to narrow

achievement gaps. Instructional Coaches collaborated with schools to provide professional development on effective instructional strategies for teachers. Secondary teacher librarians utilized Learn 360, digital tools, and Fresno County SORA digital library. Evidence of effectiveness includes an increase in iReady ELA scores as reported by the spring of 2024 (+10.4 points overall) including increases for both low-income and SWD. iReady math scores also showed slight improvement overall as well. EAP ELA reported an increased number of pupils scoring conditionally ready or higher for EL (+14%), LI (+8%), and SWD (+18%). Math EAP scores improved as well with an overall increase of +4%, with ELs improving 5% LI increasing 6% and SWD improving 9%.

Central USD's Action 3 deployed a Multi-Tiered System of Support-Academic (Tier 1). While implementing this action, Central USD employed effective instructional strategies to promote academic achievement among academically struggling students, those with disabilities, and gifted students (GATE). These strategies were tailored to meet the diverse needs of each group, ensuring equitable access to educational opportunities. As noted in the evaluation of Action 2, evidence of effectiveness includes a notable increase in iReady ELA scores reported by spring 2024, with an overall improvement of +10.4 points. This increase was observed across various student groups, including low-income and students with disabilities (SWD). Additionally, iReady math scores showed slight improvement overall. EAP ELA scores demonstrated progress, with an increased number of students scoring conditionally ready or higher, including a rise of +14% for English Learners (EL), +8% for low-income (LI) students, and +18% for students with disabilities (SWD). Math EAP scores showed improvement, with an overall increase of +4%, including gains of 5% for ELs, 6% for LI students, and 9% for SWD. It was noted that there was a slight increase for ELPI and the end of the year reclassification rate is projected to be at least 18% (well above the state & county levels). Also of note is a need to expand and increase learning gains in math as well as college career preparedness for students.

Action 4, effectively implemented a Multi-Tiered System of Support-Academic (Tier 2-3) to address the academic achievement gap. Admittedly, gains were slight, but analysis of actions and data indicate that with continued persistence and focus, the district can accelerate student academic growth and implement a Multi-Tiered System of Support-Academic (Tier 2-3) to address the academic disparity. In spring 2024, iReady ELA scores rose by +10.4 points overall, with gains seen in low-income and SWD groups. Math scores also improved slightly. EAP ELA scores showed progress, with notable increases for ELs (+14%), LI students (+8%), and SWD (+18%). Math EAP scores increased by +4%, with gains for ELs (5%), LI students (6%), and SWD (9%). The ELPI increased slightly, and the reclassification rate is projected to exceed 18%. There's a need to enhance math learning gains and college/career preparedness.

To determine the effective implementation of Action 5 (PLCs & effective Professional Learning) Central USD analyzed ELA and Math data, college and career preparedness, A-G completion rates, EL performance data, and CTE completion rates. After a close look and deep discussions, staff noted, that there was a notable increase in iReady ELA scores, with an overall improvement of +10.4 points, including gains for both low-income and students with disabilities (SWD). iReady math scores also showed slight overall improvement. Additionally, the EAP ELA reported an increased number of students scoring conditionally ready or higher, with significant increases for English Learners (EL) (+14%), low-income (LI) students (+8%), and students with disabilities (SWD) (+18%). Math EAP scores also improved, with an overall increase of +4%, including gains of 5% for ELs, 6% for LI students, and 9% for SWD. There was a slight increase noted in the English Language Proficiency Index (ELPI), and the end-of-year reclassification rate is projected to be at least 18%, surpassing state and county levels. Additionally, there's a recognized need to expand and enhance learning gains in math, as well as to improve college and career preparedness and increase Career Technical Education (CTE) completion rates for students.



Action 6 effectively implemented Professional Development & Instructional Support Coaches (ISCs) to enhance teacher capacity and customize instruction for students. As noted in earlier actions, iReady ELA scores rose by +10.4 points overall, with gains seen across low-income and SWD groups, along with slight improvements in math scores. EAP ELA scores showed notable progress, particularly for ELs (+14%), LI students (+8%), and SWD (+18%). Math EAP scores increased by +4%, with gains for ELs (5%), LI students (6%), and SWD (9%). The ELPI increased slightly, and the reclassification rate is projected to be at or over 18% by the end of the school year. There's a need to enhance math learning gains and college/career preparedness.

Action 7, allocating funding to sites, has proved to be effectively contributing to student learning outcomes based on ongoing SPSA monitoring of goals/actions during regularly scheduled School Site Council and English Learner Advisory Committee meetings, ongoing cycles of PLC meetings noting progress based on local data, and analytical meetings with site leadership and district Area Administrators. A summary of positive indicators includes spring 2024, iReady ELA scores increased by +10.4 points overall, with gains observed among both low-income and students with disabilities (SWD). iReady math scores also demonstrated slight overall improvement. Additionally, EAP ELA reported an increased number of students scoring conditionally ready or higher, with significant increases for English Learners (EL) (+14%), low-income (LI) students (+8%), and SWD (+18%). Similarly, Math EAP scores improved, with an overall increase of +4%, including gains of 5% for ELs, 6% for LI students, and 9% for SWD.

Action 8, College & Career Pathways, was effectively implemented. Sites expanded offerings for the 23-24 school year. Justin Garza High School introduced Culinary Arts to its curriculum, while Central East High School added Educational Careers. Central High School has expanded its Education Pathway to include a capstone course. Additionally, Central High School has integrated dual enrollment courses into its master schedule, aligning with the early college model. Both Central East High School and Justin Garza High School have incorporated dual enrollment courses in ELA and social studies for 12th graders. Students enrolled in capstone Career Technical Education (CTE) classes boast an impressive graduation rate of 98.75%. While CCI data on the Dashboard is low, the overall CTE completion rate improved by 2.8% with low-income students at 100%.

Action 9 was effective in achieving English Language Proficiency for all English Learners. ELPI as measured by the Dashboard improved by 1.4%. Reclassification rates continue to outperform both county and state averages and graduation rates for EL students improved from the Low range to the Medium range (increasing by 7.5%) on the Dashboard. In Winter 2023-24, the percentage of English Learner (EL) students at or above their grade level in ELA increased by 6.4%, and in Math, it increased by 3.2%. This indicates a positive trend in academic proficiency. The increased proficiency levels suggest that the efforts to support EL students in ELA and Math are yielding results. The specific actions taken to improve instruction and comprehension seem to have contributed positively to student outcomes. The improvements can be attributed to ongoing efforts to enhance EL student learning outcomes within the Multilingual Success Network, close supervision of intake and classroom placements by the Supervisor for EL Services, provision of orientation workshops for newcomers and their parents, and increased focus on implementing Designated and Integrated instruction to support comprehension of grade-level content.

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.

Based on the effectiveness of Action 1, this strategy with applicable metrics will continue in the 2024-25 LCAP. The district will add to the action, and provide teachers with refresher training adopted curriculum as needed. Central USD will also identify gaps in the curriculum alignment to Common Core State Standards and find supplemental programs to support student learning.

With ELA and Math performance increasing (albeit slightly) the district will continue Action 2 noting that systems and monitoring will benefit from increased check-ins and ongoing capacity building for staff. Instructional Coaches will collaborate with schools to provide professional development on effective instructional strategies for teachers while the administration will work with site leaders. The district will prioritize equity in library access and fostering literacy-rich environments, enhancing the library systems to help reduce achievement disparities.

Central USD will continue Action 3 (Multi-Tiered System of Support-Academic Tier 1.) These strategies were meticulously crafted to address the unique needs of each student group, guaranteeing fair access to educational resources and opportunities for all. In the 2024-25 academic year, updates to this action will involve leadership teams engaging in professional development sessions to enhance their ability to offer precise and prompt feedback to staff during drop-in observations. Additionally, they will focus on providing ongoing professional support to ensure the effective implementation of impactful teaching strategies.

Action 4 successfully implemented a Multi-Tiered System of Support-Academic (Tier 2-3) to tackle the academic achievement gap. While gains were modest, analysis of actions and data suggests that with ongoing perseverance and focus, the district can expedite student academic growth and further address academic disparities. This action will continue in the 2024-25 LCAP.

As noted above, Action 5 was deemed effective in helping students close learning gaps. Central USD looked at ELA and Math data, college and career preparedness, A-G completion rates, EL performance, and CTE completion rates. Staff noted significant increases in iReady ELA scores, EAP ELA readiness, and ELPI, with projections for reclassification rates surpassing state and county levels. Moving forward, efforts will focus on enhancing math learning gains and improving college and career readiness, including CTE completion rates.

Based on the effectiveness of Action 6 (Professional Development & Instructional Support Coaches), this initiative, along with relevant metrics, will persist in the 2024-25 LCAP. As noted in the update for Goal 2, sites have received professional development on CCI documenting CCI indicators in our Student Information Systems. The district anticipates a significant increase in this indicator in the upcoming year now that correct documentation procedures are being followed.

The allocation of funding to sites noted in Action 7 will continue in the 2024-25 LCAP. Sites will analyze their data based on local assessments, SBAC results to date, CA Dashboard performance indicators, Panorama survey results, educational partner input, and classroom visitation information.

Action 8, College & Career Pathways, will continue in the upcoming LCAP. As highlighted in the update for Goal 2, sites have undergone professional development sessions on College/Career Indicators (CCI) and proper documentation practices tracking CCI within our Student Information Systems. The district expects a substantial increase in this indicator in the upcoming year as a result of implementing correct documentation procedures. Other data noted is positive (Students enrolled in capstone Career Technical Education (CTE) classes exhibit an

outstanding graduation rate of 98.75%. Despite low CCI data on the Dashboard, the overall CTE completion rate has increased by 2.8%, with low-income students achieving a remarkable 100% completion rate) which speaks to the need to continue this action.

English Language Proficiency for all English Learners as noted in Action 9 will continue in next year's LCAP. The EL team will maintain the regular convening of the Multilingual Network to address the instructional requirements of English Learners (ELs). A key initiative entails leveraging these network meetings to meticulously assess the efficacy of strategies aimed at enhancing reclassification rates, with iReady data and reclassification rates serving as pivotal performance indicators. The overarching objective is to implement strategies that align with tiered intervention approaches, thereby ensuring that interventions are precisely tailored to accommodate the distinct needs of EL students across varying proficiency levels. In addition, we aim to augment professional development opportunities for teachers by offering monthly sessions. The EL Supervisor will actively participate in classroom observations alongside site leadership to furnish teachers with timely feedback, followed by the provision of supplementary resources and coaching cycles to further support instructional practices.

**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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Data Year 2019-20 Data Source: CA Dashboard 12.5%	Refer to data below in lieu of CA Dashboard suspension  Data Year:2020-21 Data Source: CDE DataQuest  All 11.8% EL 12.1% FY 23.2% LI 14.7% SWD 16%	Data Year 2021-22 Data Source: CA Dashboard Chronic Absenteeism  All 36.2% EL 35.1% FY 42.5% LI 42.9% SWD 47.4%	Data Year 2023 Data Source: CA Dashboard Chronic Absenteeism  All 26.9 % EL 25.2 % FY 27.8% LI 28.6% SWD 36%	Data Yea: 2022-23 Data Source: CA Dashboard Chronic Absenteeism  All 31% EL 30% FY 38% LI 38% SWD 42%
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%	Data Year 2021-22 Data Source: CA Dashboard  All 86.7% EL 69.3% FY 58.3% LI 85.1 % SWD 52.1%	Data Year 2023 Data Source: CA Dashboard  All 87.7% EL 76.8% FY 57.1% LI 87.1% SWD 69.3%	Data Year:2022-23 Data Source: CA Dashboard 91%  All 91% EL 80% FY 68 % LI 91% SWD 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		EL 64.2% FY 70.8% LI 86.8% SWD 55%			
Broad Course of Study	Data Year 2019-20 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year 2020-21 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year 2021-22 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year 2023-24 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule	Data Year 2023-24 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule
Appropriately Assigned & Fully Credentialed Teachers	Data Year 2019-20 (based on 2018-19 data) Data Source: SARC Less than 1% Misassignments 0% Vacancies	Date Year 2020-21 (based on 2019-20 data) Data Source: SARC Less than 1% Misassignments 0% Vacancies	Data Year 2021-22 Data Source: SARC & DataQuest Fully Credentialed Teachers -- 84.7% Misassigned or 'Ineffective' -- 6.9% Out-Of-Field -- 1.3%	Data Year 2022 Data Source: SARC & DataQuest Clear Credentialed Teachers - 86.7% Ineffective 6.4% Out-Of-Field 2.3% Incomplete 3.1%	Data Year 2022-23 Data Source: TAMO Report Fully Credentialed Teachers -- 89.7% Ineffective -- 1.9% Out-Of-Field -- 0%
Access to Standards Aligned Instructional Materials	Data Year 2020-21 Data Source: SARC 100%	Data Year 2021-22 Data Source: SARC 100%	Data Year 2022-23 Data Source: SARC 100%	Data Year 2023-24 Data Source: SARC 100%	Data Year 2023-24 Data Source: SARC 100%
Attendance Rate	Data Year 2020-21 Data Source: Monthly Attendance Report 95.9%	Data Year 2021-22 Data Source: Monthly Attendance Report  All: 89.7% EL: 90% FY: 87.9%	Data Year 2022-23 Data Source: Schoolzilla (thru April 2023)  All: 92.4% EL: 92.7%	Data Year 2023-24 Data Source: Schoolzilla (thru April 2024)  All: 93.5% EL: 93.6%	Data Year 2023-24 Data Source: Schoolzilla (thru April 2024)  All: 96% EL: 96% FY: 96%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		LI: 88.1% SWD: 87.3%	FY: 93.1 % LI: 91.8 % SWD: 90.8%	FY: 94.4% LI: 91.6% SWD: 92.2%	LI: 96% SWD: 96%
High School Drop Out Rate	Data Year 2019-20 Data Source: DataQuest 5.7%	Data Year 2020-2 Data Source: DataQuest 7.1% 7.1%	Data Year 2021-22 Data Source: DataQuest 8%	Data Year 2022-23 Data Source: DataQuest 9%	Data Year 2022-23 Data Source: DataQuest 1.7%
Middle School Drop Out Rate	Data Year 2020-21 Data Source: CALPADS Fall 0.9%	Data Year 2021-22 Data Source: CALPADS .007%	Data Year 2022-23 Data Source: CALPADS 1.36%	Data Year 2023-24 Data Source: CALPADS 1.35%	Data Year 2023-24 Data Source: CALPADS 0%
Broad Course of Study-Other Outcomes	Data Year 2020-21 Data Source: CALPADs & Aeries  In grades 7-12, the % of :  Students enrolled in advanced academic courses-  All 3.4 % EL 0.5 % LI 2.6 % SWD 0.3 %	Data Year 2021-22 Data Source: CALPADs & Aeries (Mid Year)  In grades 7-12, the % of :  Students enrolled in advanced academic courses-  All 6 % EL 0.3% SWD 0.4 % LI 1.9%	Data Year 2022-23 Data Source: CALPADs & Aeries  In grades 7-12, the % of :  Students enrolled in advanced academic courses-  All 7.4% EL * % SWD * % LI 6.4%	Data Year 2023-24 Data Source: CALPADs & Aeries  In grades 7-12, the % of :  Students enrolled in advanced academic courses-  All 8.5% EL 1.8% SWD 1.5% LI 7.5 %	Data Year 2023-24 Data Source: CALPADs & Aeries  In grades 7-12, the % of : All 6.4 % EL 3.5 % LI 5.6 % SWD 3.3 %  Students enrolled in electives-  All 98 % EL 97% SWD 94% LI 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students enrolled in electives-  All 43.6 % EL 30.7 % LI 41.7 % SWD 43.6 %	Students enrolled in electives-  All 97% EL 96% SWD 89% LI 95%	Students enrolled in electives-  All 97% EL 96% SWD 93% LI 97%  *Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or fewer.	Students enrolled in electives-  All 97% EL 97% SWD 96% LI 97%	

## Goal Analysis

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 enhanced academic and career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities by continuing staff to serve the academic and career counseling support at Central High School, Central High School East, and Justin Garza High School. The district has made significant strides in implementing enhanced academic and career counseling support for LI, EL, and all students. This included allocating resources for two additional full-time equivalent (FTE) positions dedicated to counseling support at Central High School East and Justin Garza High School. The Parent Engagement Center (PEC) at Teague Community Resource Center (TCRC) expanded resources and workshops for EL, FY, and LI parents and students. Additionally, the district provided designated confidential spaces for meetings at school sites. There were no significant discrepancies between the planned action and its actual execution.

Action 2: Access to Technology-2022-23 Moved to Goal 3 Action 6.

Action 3: Broad Course of Study with Appropriately Credentialed Teachers-Central USD provided appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduced class size, added positions to address growth, and provided increased course offerings at secondary based on need. The planned action and its actual execution were closely aligned.

In Action 4 Central USD continued to support students' social-emotional wellness to ensure a framework for students that addresses their social/emotional learning by providing a Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1. Students district-wide received weekly social-emotional learning curriculum through Second Step (K-6) and Suite 360 (7-12). Planned actions closely mirrored the actual implementation without any significant deviations.

By implementing Action 5, Central USD will provide additional services to students (Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3) by refining and expanding social/emotional learning programs including the social/emotional counseling of students and the services of the district Support Academic Family Engagement Team to assess and provide services to high need students and families. The district provided additional services to the EL, FY, & LI students-refining and expanding social/emotional learning programs including the social/emotional counseling of students and the services of the district Support Academic Family Engagement Team (SAFE Team staff) to assess and provide services to high need students and families. Secondary counselors were trained to work with intervention staff, school psychologists, and classified/certificated staff to meet the needs of the identified students and provide positive and safe learning environments. There were minimal disparities between the intended actions and their subsequent execution.

Action 6 implemented Co-Curricular Activities-Central USD promoted participation in school activities that create students' positive connections to their school. GATE clustering is on each elementary and middle school campus for grades 2 through 8 with GATE differentiation for GATE students in grades 4 through 6 with its weekly one-hour enrichment class. Electives are offered in middle and high school for CUSD GATE students. All elementary, middle, and high school students engage in critical and creative thinking, collaboration, communication, and developing perseverance and resilience through academic competitions. Competitions vary from site to site e.g. First Lego League Robotics, Science Olympiad, Mock Trial, and Academic Decathlon. The district considers this action implemented as planned.

Action 7 saw the district providing a Multi-Tiered System of Support-Behavior Tier 1- that included enhancement of the PBIS framework. Over half of the schools within Central USD were recognized by the State of California this year as model PBIS schools. The district PBIS Coordinator met with site coordinators quarterly to support site needs, share best practices, and provide ongoing coaching. Schools have analyzed and planned how to utilize data at their site-level teams. Guidance was provided on how to utilize data to Site PBIS coordinators at the November 8th meeting. Additional guidance was provided at the District Administrator meeting on January 29, 2024. The implementation of this action shows no notable differences.

Action 8, a Multi-Tiered System of Support-Behavior Tier 2-3-provided supplemental and intensive services designed to support FY and LI students and to promote a positive school climate and welcoming culture. Thinkeries recorded 350 student visits last semester, helping support LI and FY students' school connectedness. CenCal Mentors are now called National Impact Mentors. The Panorama student survey was administered for grades 3-12 which shows an increase in student participation. This action was implemented as planned.



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

Action 1-Academic & Career Counseling indicates a difference of \$2.3 million. Most of the dollars unspent were due to the continued balance of CARES funding and reclassification of expenditures to spend down the one-time grants.

Action 2: Access to Technology-2022-23 Moved to Goal 3 Action 6.

Action 3-Broad Course of Study with Appropriately Credentialed Teachers spent less than the anticipated \$113 million (less \$33.8 million). This action encompasses all certificated staffing, vacancies, and new employees entering the workplace at a lower step and columns account for the difference as well as the continued balance of CARES funding and reclassification of expenditures to spend down the one-time grants.

Action 4-MTSS SEL Tier 1 did not have any material differences between budgeted expenditures and estimated actual expenditures.

Action 5-MTSS SEL Tier 2-3 is underspent by \$1.7 million. Dollars unspent were due to the continued balance of CARES funding and reclassification of expenditures to spend down the one-time grants.

Action 6-CoCurricular Activities is underspent by \$2.3 million. Unspent dollars resulted from the ongoing balance of CARES funding and the reclassification of expenditures to use the one-time grants.

Action 7-MTSS Behavior Tier 1 The staffing costs were \$760,000 less than anticipated, resulting in a slight material difference attributed to employees entering the workplace at a lower step and columns account for the difference.

Action 8-MTSS Behavior Tier 2-3 The staffing costs were \$2.2 million less than anticipated, resulting in a material difference attributed to the ongoing balance of CARES funding and the reclassification of expenditures to utilize the one-time grants.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 is considered effective as measured through various metrics, including improvements in graduation rates, college and career readiness, and participation in related activities. Data from the California Dashboard indicates positive trends, with graduation rates for EL and LI students showing notable increases. Furthermore, the College and Career Advisors at various high schools have been actively collaborating to ensure students, parents, and families are aware of college and career options, and A-G requirements, and are ready to make informed decisions by their senior year. Strategies to enhance parent and student engagement include offering workshops, such as FAFSA assistance and college application best practices, through the Parent Engagement Center (PEC) and other channels. The involvement of secondary Family Outreach Liaisons provides additional language support and ensures the inclusion of parents from EL, FY, and LI backgrounds in all workshop and training opportunities.

Action 2 Moved to Goal 3 Action 5

Action 3 was effective in offering a Broad Course of Study with Appropriately Credentialed Teachers as measured by the Dashboard noting Broad Course of Study as 'Standard Met' (100% access to a broad course of study per teacher schedules and master schedule) and the increased enrollment in academic courses in grades 7-12, noting improvements of all students of 1.1%, EL students of 1/8%, SWD of 1.5%, and low-income students increasing 1.1%. Students enrolled in electives also improved with EL enrollment going up by 1%, and SWD increasing by 3%. The TAMO report in data quest noted an increase of clear credentialed teachers (2%) and ineffective teachers identified decreasing by .5%.

Action 4, Tier 1, supports students' social-emotional wellness to ensure a framework for students to effectively improve the daily attendance rate to 93.5%, an improvement from 92.4% this time last year. Chronic absenteeism is down by 9.3% from this time last year. The school climate data from Panorama shows an increase of 3 points with 65%. With these improvements noted, the district considers this action effective.

Action 5 has mixed data. College Career Indicator shows only 27% are prepared which is low. Sites have been provided professional development on CCI as well as administration. It was found that sites were incorrectly documenting CCI indicators in our Student Information Systems. The district expects this indicator to show a significant increase in the upcoming year now that correct documentation is taking place. Additional data shows evidence of effectiveness. Central Unified's current graduation rate is 87.7% a higher rate than the state average of 86.4%. Central USD's overall graduation rate is categorized in green, including our LI students, on the California Dashboard and reflects a 1% increase from the previous year. Our graduation rates for EL and FY students improved from the Low and Very Low ranges, respectively, to the Medium range. Based on this data, the metric used has been effective.

The execution of Action 6 has been effective as evidenced by the increase from 7.4% to 8.5% of all students enrolled in advanced academic courses from 2022-23 to 2023-24. These gains are also evident across EL, SWD, and LI subgroups. Additional data comparing 2022-23 to 2023-24 supports effectiveness with an increase from 86.7% to 87.7% for all students in graduation rate and a decrease from 36.2% to 26.9% for all students in chronic absenteeism. 47 teachers are currently participating in the CUSD GATE teacher certification program to support their abilities to meet the academic and social-emotional needs of GATE students in GATE cluster classrooms. There are also positive outcomes with academic competitions. In Robotics, participation increased with three additional CUSD elementary schools forming teams, three CUSD schools earned awards at a regional tournament (none the prior year), and two CUSD teams advanced to the regional championships. In the Science Olympiad, a CUSD high school had a team place second in their event at the Fresno County tournament. In Mock Trial, Central USD held a local high school tournament resulting in a CUSD school placing first.

Based on analysis of data indicating increased graduation rates, improved attendance rates, and decreased chronic absenteeism, Action 7 effectively provided a Multi-Tiered System of Behavior for all students. Central USD's overall graduation rate, including that of low-income (LI) students, is categorized as green on the California Dashboard, signaling positive performance and reflecting a 1% increase from the previous year. Furthermore, the graduation rates for English Learners (EL) and Foster Youth (FY) students have improved from the Low and Very Low ranges to the Medium range. This data indicates that the metric used has been effective in assessing and improving graduation rates across different student groups.

Action 8, a Multi-Tiered System of Support-Behavior Tier 2-3, has been effective according to our data, The suspension rate is currently at 2.8% compared to this time last year which was at 5.1%. We have improved in all subgroups except African Americans and Foster Youth students. Thinkery visits have increased from 350 (February) to 940 (April), which helps support school connectedness for all students.

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.

Moving forward, the district aims to sustain and further enhance the effectiveness of counseling support as noted in Action 1, by continuing to monitor progress and adjust strategies as needed. Planned next steps include ongoing collaboration among College and Career Advisors, offering workshops on college and career readiness, and planning college visits for students. Additionally, the district will continue to offer FAFSA workshops and ensure students are aware of scholarship opportunities.

Action 2 Moved to Goal 3 Action 5

Action 3 is showing small gains that will be expanded upon with this action in the 2024-25 LCAP. The district expects the continued support of a broad course of study as measured by the master schedule and the Dashboard in tandem with the proposed enhancement of professional learning provided to our academic counselors as well as the ongoing collaboration among College and Career Advisors, enrollment in electives will continue to expand.

Action 4 will continue, with added Panorama survey data as a metric. Examination of current SEL data based on the Panorama survey indicates that all 8 categories across grades 3-12 note a 58% percentage of students reporting school contributes to their sense of well-being. Also, as noted earlier, there has been an improvement in attendance rates and a decrease in chronic absenteeism.

Action 5 will continue with some modifications now that sites have received professional development on CCI documenting CCI indicators in our Student Information Systems. The district anticipates a significant increase in this indicator in the upcoming year now that correct documentation procedures are being followed. Additional data also demonstrates effectiveness.

The implementation of Co-Curricular activities in Action 6 will continue in the 2024-25 LCAP. Analysis of metrics related to this action indicates increased engagement, high participation rates, and gains in learning outcomes for students participating in these activities.

Action 7, which provides a Multi-Tiered System of Behavior Tier 1, for all students will continue in the 2024-25 LCAP. Data has indicated improvements in attendance, graduation rates, and a lowering in chronic absenteeism.

Action 8, a Multi-Tiered System of Support-Behavior Tier 2-3, will persist in the 2024-25 LCAP. The district's suspension rate currently stands at 2.8%, marking a notable decrease from 5.1% at this point last year. Improvement has been evident across all subgroups except for African Americans and Foster Youth students. Notably, the number of Thinkery visits has risen from 350 in February to 940 in April, contributing to enhanced school connectedness for all students.

**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.

## 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 2022-23 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	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  100% core instructional materials as measured by SARC	Data Year 2021-22 Data Source: SARC  100% core instructional materials as measured by SARC	Data Year 2022-23 Data Source: SARC  100% core instructional materials as measured by SARC	Data Year 2023-24 Data Source: SARC  100% core instructional materials as measured by SARC	Data Year 2023-24 Data Source: SARC  100% of students will have access to core instructional materials as measured by SARC
Parent and Family Engagement	Data Year 2020-21 Data Source: CA Dashboard Full Implementation	Data Year 2021-22 Data Source: CA Dashboard Full Implementation	Data Year 2022-23 Data Source: CA Dashboard Full Implementation	Data Year 2023-24 Data Source: CA Dashboard Full Implementation	Data Year 2023-24 Data Source: Full Implementation and Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 2022-23 Data Source: Local Survey  Students- 45 % favorable responses Staff - 57 % favorable responses Teachers- 59% favorable responses Family Members- 62% favorable responses	Data Year 2023-24 Data Source: Local Survey  Students- 46.5% favorable responses Staff - 56% favorable responses Teachers- 58% favorable responses Family Members- 65% 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 Survey-School Safety	Data Year 2020-21 Data Source: Local Survey  Students- 75% favorable responses Family Members-76% favorable responses	Data Year 2021-22 Data Source: Local Survey  Students- 56% favorable responses Family Members-72% favorable responses	Data Year 2022-23 Data Source: Local Survey  Students-53% favorable responses Teachers-57% favorable responses (staff - family relationships) & 77% favorable responses (staff-leadership relationships) Family Members- 69% favorable responses	Data Year 2023-24 Data Source: Local Survey  Students- 51% favorable responses Teachers- 58% favorable responses Family Members- 69% favorable responses	Data Year 2023-24 Data Source: Local Survey  Students- 85% favorable responses Teachers-74% favorable responses (staff - family relationships) & 94% favorable responses (staff-leadership relationships) Family Members-86% favorable responses
Suspension Rate	Data Year: 2019-20 Data Source: CA Dashboard	Due to suspension of the 2020-21 CA Dashboard, DataQuest reports will	Data Year 2021-22 Data Source: CA Dashboard "Reset" to pre-pandemic levels	Data Year 2023-24 Data Source: CA Dashboard 2023 "Reset" to pre-pandemic levels	Data Year 2022-23 Data Source: CA Dashboard "Reset" to pre-pandemic levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Suspension rate of 6.4% of all students (Orange)</p> <p>Suspension rate (average) FY &amp; Homeless of 23.9% (Red)</p>	<p>measure suspension rates.</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest</p> <p>Suspension rate of 0.2%* of all students</p> <p>All: 0.2% EL: 0.3% FY: 0% LI: 0.3% SWD: 0.6%</p> <p>*PLEASE BE ADVISED: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE recommends caution when comparing discipline data across academic years. For more information about the impact of COVID-19</p>	<p>based on the CA Dashboard growth model.</p> <p>All: 6 % EL: 4.9 % FY: 23.8% LI: 7.2% SWD: 8.9%</p>	<p>based on the CA Dashboard growth model.</p> <p>All: 5.2 % EL: 3.6 % FY: 23.8% LI: 5.8% SWD: 6.3%</p>	<p>based on the CA Dashboard growth model.</p> <p>All: 4.4% EL: 3.3% FY: 17.3% LI: 5.1% SWD: 7.3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 years. For more information about the impact of COVID-19 on data reporting, please visit the CDE COVID-19 and Data Reporting webpage.	Data Year 2021-22 Data Source: DataQuest  Maintain @ 0.1% or less	Data Year 2022-23 Data Source: DataQuest  0.1%	Data Year 2022-23 Data Source: DataQuest  Maintain @ 0.1% or less



# Goal Analysis

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 provided facilities and operations to meet program needs including labs, classrooms, libraries, and fields. The Facilities Planning Department at Central Unified School District supervises and implements projects throughout the district. This department oversees the Facilities Master Plan, demographics, project planning, construction management and oversight, Facility Use Requests, student projections, site utilizations, and the State Facilities Program. There were no significant differences in planned actions and actual implementation of this action. Ongoing approved growth projects include:

- New Elementary School, Shields & Brawley: Anticipated opening 2025-2026 school year
- Justin Garza High School Aquatics Complex: Anticipated completion Spring 2024
- Justin Garza High School Athletics Complex: Anticipated completion Spring 2024
- Justin Garza High School Visual And Performing Arts Center: Construction to commence in Summer 2024

Action 2: Multi-Tiered System of Support-Behavior Tier 1-Moved to Goal 2 Action 7 2022-23

Action 3: Multi-Tiered System of Support-Behavior Tier 2-3-Moved to Goal 2 Action 8 2022-23

Action 4 implemented Family Engagement to increase parent engagement and promote student learning. During the 23-24 SY, Central USD will provide personnel and training based on parent interest and support school sites as they engage families on their campuses. The CA Dashboard Local Indicator #3 (Parent Engagement) and results from the local climate survey are indicators of the implementation of this action. The district facilitated multiple parent workshops for computer skills, positive parenting, social-emotional support for students, homework help, STEM, GATE, SWD, and College Awareness. There were no notable disparities between planned actions and their actual implementation. This action will continue in the 2024-25 LCAP with slight revisions of timelines and metrics.

Action 5 saw the hiring of 22 new Family Outreach Liaisons (FOLs). 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 action 5. With the hiring of staff, 5 full days of onboarding included orientation to school sites, parent support services, interacting with site-based support staff (intervention specialists, classroom staff, classified personnel), accessing community resources, food banks, housing, and mental health supports. Monthly meetings included reviewing systems to braid services with Child Welfare and Attendance (CWA), helping families overcome chronic absenteeism, campus safety, Positive Behavior and Intervention Supports, Migrant Family Services, Multilingual Services, and students with disabilities. During the 23-24 school year, there were no significant disparities between the planned action and its actual implementation.

Action 6 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 expanded, updated, and supported the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access to TK-12. In addition, Central USD provided 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. There were no significant differences observed between the planned actions and their actual execution.

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

Action 1: Facilities-there were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: Multi-Tiered System of Support-Behavior Tier 1-Moved to Goal 2 Action 7 2022-23

Action 3: Multi-Tiered System of Support-Behavior Tier 2-3-Moved to Goal 2 Action 8 2022-23

Action 4: Family Engagement material difference in spending of \$218,000 attributed to a decrease in vendor/consult hosted district-wide contracts as the site-based Family Outreach Liaisons began to host workshops and learning events at individual sites.

Action 5: Family Outreach Liaisons had a difference in budgeted expenditures vs. actual dollars spent of \$818,000. Investigations revealed that the staggered hiring of staff as the year progressed accounted for the difference as some new employees were hired mid-year and therefore did not encumber the full salary.

Action 6: Technology had a material difference of 1.3 million. This difference is attributed to unspent dollars due to the remaining CARES funding balance and the reclassification of expenditures to use the one-time grants.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 was proven effective and ensured the provision of facilities and operational support to meet program requirements, encompassing labs, classrooms, libraries, and fields. The Facilities Planning Department will continue to be responsible for supervising the Facilities Master Plan, demographics analysis, project planning, construction management, Facility Use Requests, student projections, site utilization, and coordination with the State Facilities Program. There were no substantial disparities between planned actions and their actual execution. As measured by the FIT report, 100% of facilities overall score of "Good or Exemplary" therefore this action will continue as written in the 2024-25 LCAP.

Action 2: Multi-Tiered System of Support-Behavior Tier 1-Moved to Goal 2 Action 7 2022-23

### Action 3: Multi-Tiered System of Support-Behavior Tier 2-3-Moved to Goal 2 Action 8 2022-23

Action 4 is deemed effective as the 2023 CA Dashboard Parent & Family Engagement Local Indicator shows 'Standard Met'. Local survey data for family members and students increased by 3 and 5 points respectively in affirming the positive climate at their school site. Responses to the perception of safe campuses are mixed therefore moving into 2024-25 LCAP the district will revamp parent engagement evaluations to be administered at all meetings to refine parent support offerings and meet articulated needs for engagement and perceived campus safety to the community.

Action 5 was effective as evidenced by the slight decrease in suspension rate overall (0.8%) and higher decreases for EL students (decreased by 1.3%), Low Income (decreased by 1.4%), and SWD (decreased by 2.6). It is noted that the suspension rate for Foster Youth stayed the same indicating the need for deeper professional learning and collaboration with the district liaison for homeless and foster students in the upcoming school year.

In Action 6, Central USD expected that the LI, EL, and FY students would experience increases in academic performance on CAASPP and become better prepared for college, career, and community as evidenced by improved CCI, and graduation rates. Evidence of effectiveness is slight, but overall as noted on the CA Dashboard, both ELA and Math 'maintained' with LI students improving in ELA by 11 points (CAASPP) and 9.1 points on Math (CAASPP). CCI on the CA Dashboard as a baseline year, with a high point of 24% of LI students placed in the "Prepared" level on the College/Career Indicator. Further evidence of effectiveness is noted in the CA Dashboard Graduation Rate Indicator registering an EL rate improvement of 7.5%, and a LI rate improvement of 2%. Gains noted are small, but trending in the right direction. (FY graduation rates were not reported due to the small cohort size).

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

Action 1 has been effectively executed, guaranteeing the provision of facilities and operational support essential for meeting program requirements, such as labs, classrooms, libraries, and fields. The alignment between planned actions and their actual implementation was notably consistent. Additionally, the FIT report confirms that all facilities achieved an overall score of 'Good or Exemplary,' further validating the success of this action. Consequently, it will persist unchanged as articulated in the 2024-25 LCAP.

### Action 2: Multi-Tiered System of Support-Behavior Tier 1-Moved to Goal 2 Action 7 2022-23

### Action 3: Multi-Tiered System of Support-Behavior Tier 2-3-Moved to Goal 2 Action 8 2022-23

As noted above, Action 4 has proven effective, evident in the 2023 CA Dashboard Parent & Family Engagement Local Indicator indicating 'Standard Met.' Additionally, local survey data shows a 3-point increase for family members and a 5-point increase for students, affirming a positive school climate. While responses regarding campus safety perceptions are mixed, the district plans to enhance parent engagement

evaluations in the upcoming 2024-25 LCAP. These evaluations will be conducted at all meetings to better tailor parent support offerings and address community needs regarding engagement and perceived campus safety.

Action 5 demonstrated mostly effective outcomes as described previously. It will continue into the 2024-25 LCAP with an enhanced focus on braiding services in collaboration with CWA. This emphasis aims to foster a deeper understanding of working with Foster Youth, as well as to improve communication and comprehension of the support systems available to address their behavioral choices and attendance.

Action 6 noted small but significant gains on articulated metrics. The CA Dashboard indicates that both ELA and Math performance remained stable, with significant improvements observed among LI students. ELA scores for LI students increased by 11 points on the CAASPP assessment, while Math scores saw a notable improvement of 9.1 points. As for the College/Career Indicator (CCI), the baseline year showed 24% of LI students placed in the "Prepared" level. Additionally, effectiveness is evidenced by improvements in the CA Dashboard Graduation Rate Indicator, with EL rates showing a 7.5% increase and LI rates showing a 2% improvement. This action will continue on the 2024-25 LCAP.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 52.1 % (Very Low)	NA-New Metric for 2023-24	NA-New Metric for 2023-24	Data Year 2022-23 Data Source: CA Dashboard 69.3%	Data Year 2022-23 Data Source: CA Dashboard 68% (Low)
ELA Performance Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 87.9 points below standard (Very Low)	NA-New Metric for 2023-24	NA-New Metric for 2023-24	Data Year 2022-23 Data Source: CA Dashboard 90.3 points below standard	Data Year 2022-23 Data Source: CA Dashboard 70 points below standard (Low)
Math Performance Indicator CA Dashboard (SWD)	Data Year: 2021-22 Data Source: CA Dashboard 118 points below standard (Very Low)	NA-New Metric for 2023-24	NA-New Metric for 2023-24	Data Yea 2022-23 Data Source: CA Dashboard 117.5points below standard	Data Year 2022-23 Data Source: CA Dashboard 95 points below standard (Low)
Suspension Rate Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 8.9 % (Very High)	NA-New Metric for 2023-24	NA-New Metric for 2023-24	Data Year 2022-23 Data Source: CA Dashboard 6.3%	Data Year 2022-23 Data Source: CA Dashboard 7.9 % (High)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate Indicator CA Dashboard (SWD)	Data Year 2021-22 Data Source: CA Dashboard 47.4 % (Very High)	NA-New Metric for 2023-24	NA-New Metric for 2023-24	Data Year 2022-23 Data Source: CA Dashboard 36%	Data Year 2022-23 Data Source: CA Dashboard 37 % (High)

## Goal Analysis

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: Central USD convened a Networked Improvement Committee (NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to poor academic performance for SWD as well as low graduation rates. This strategy was effective. The NIC met as scheduled and produced District-wide forms and a process for Student Success Team Meetings for alignment across all sites. Additional systems included an SST Flowchart, SST Form, Accommodations List, and SST Referral Form as well as a Student Input Form. The process and forms will be rolled out for the 24-25 school year. The NIC will meet once more on April 11, 2024, to conclude the work. This action was fully implemented without any substantive differences from the 23-24 LCAP.

Action 2: Middle Schools participated in an accelerated "Sprint" to examine and analyze Special Day Class (SDC) data analysis, systems, use of curriculum with fidelity, student program placement, and implementation of high-leverage practices to improve academic achievement. SDC teachers at the three Middle Schools identified common assessments that can be used to increase consistency in programs and support the core curriculum so students will be set on a path to obtain a High School Diploma. The team created a process to ensure correct student placement in High School (HS) and information that could be useful to the receiving HS team. Meetings were held on: 9/21/23, 0/26/23, 11/28/23, 12/6/23, 1/11/24, 2/15/24, 3/14/24, & 4/18/24. This action was fully implemented without any substantive differences from the 23-24 LCAP.

Action 3: Central USD convened a Networked Improvement Committee (NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand potential root causes contributing to high suspension rates for SWD. The decision was made by the NIC to separate the meetings by Elementary, Middle School, and High School. A 'Through Line' was created to show how everyone was connected and doing work towards the same goal but had different functions. Elementary was concentrating on Tiered Interventions. MS and HS were concentrated on Meaningful Instruction that would lead to a High School Diploma. HS teams reviewed first-semester data across all three sites and by subject. The NIC discussed support and services provided to our SDC students to see if improvements could be made for students who were not passing. Meeting dates: 12/6/23, 1/10/24, 4/11/24, 6/8/24. The work to reduce

suspension rates has been done in conjunction with our new Supervisor of Campus Culture and Safety and through the District BAIT Team. Students with Disabilities have improved by decreasing suspension rates for SWD by 2.6%. This action was implemented entirely in line with the 23-24 LCAP, with no significant deviations.

This goal will not exist as a stand-alone in the 24-25 LCAP. Parts of the actions will be braided with the best-aligned goal (e.g. academic performance, academic engagement, or climate and culture.)

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

This goal was new to the 2023-24 LCAP. As noted in the plan, all expenses for the actions included in Goal 4 were represented in Goals 1-3, therefore there were no material differences between budgeted expenditures and Estimated Actual Expenditures for this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1 increased the graduation rate for SWD by 17.2%. All systems targeted for revisions were revised and the NIC will conclude the work in April 2024. Ongoing training and professional learning regarding the new systems and use of new forms will be implemented in the 2024-25 school year. Current CA Dashboard results exceeded the desired outcome for the 2023-24 school year. Academic achievement for SWD in ELA as measured by the CA Dashboard decreased slightly. Still, analysis of Fountas and Pinnell data at this point in the school year shows an increase in the percentage of students who met or exceeded expectations on F&P has increased by 1.6%. iReady ELA Diagnostic Proficiency Level percent of students whose highest score on the iReady diagnostic ELA was at or above their grade level for SWD has increased from the 2023 spring percentage of 10.9% to 15.4% in the spring of 2024. iReady Math Diagnostic Proficiency Level percent of students whose highest score on the iReady diagnostic Math was at or above their grade level for SWD has improved from Spring 2023 by 7.7%. With new systems and professional learning in place for next year, the district predicts that scores and graduation rates will continue to improve.

Action 2 is deemed effective in making progress toward Goal 4 as well. As noted above, Current CA Dashboard results exceeded the desired outcome for the 2023-24 school year. Academic achievement for SWD in ELA as measured by the CA Dashboard decreased slightly. Still, analysis of Fountas and Pinnell data at this point in the school year shows an increase in the percentage of students who met or exceeded expectations on F&P has increased by 1.6%. iReady ELA Diagnostic Proficiency Level percent of students whose highest score on the iReady diagnostic ELA was at or above their grade level for SWD has increased from the 2023 spring percentage of 10.9% to 15.4% in the spring of 2024. iReady Math Diagnostic Proficiency Level percent of students whose highest score on the iReady diagnostic Math was at or above their grade level for SWD has improved from Spring 2023 by 7.7%. With new systems and professional learning in place for next year, the district predicts that scores and graduation rates will continue to improve. Additionally, teachers have aligned the curriculum across the three Middle Schools and created units to use the core curriculum and support our students with disabilities. Resources have been

explored in the core curriculum and with iReady (district-approved benchmarks) and teachers collaborated to discuss how to administer high-rigor questions in preparation for SBAC.

Action 3 addressed the Networked Improvement Committee(NIC) in collaboration with the Fresno County Superintendent of Schools (FCSS). The NIC analyzed the dashboard and local data to understand potential root causes contributing to high suspension rates for SWD. Efforts to reduce suspension rates have been fruitful, especially with the involvement of the Supervisor of Campus Culture and Safety and the District BAIT Team. A decrease in suspension rates for Students with Disabilities (SWD) by 2.6% indicates progress in creating a more inclusive and supportive environment for all students. This achievement reflects a commitment to addressing the needs of SWD and ensuring their success within the educational system. Other evidence of effectiveness to note is a decrease in Chronic Absenteeism (as measured by the CA Dashboard) of 11.4%,

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

Action 1- This NIC will end at the end of the year as the work has been completed.

Action 2- This action will change slightly. The Middle Schools will meet six times next year and our SPED instructional support coach will facilitate the meetings instead of FCSS to continue the collaboration and planning for the teachers.

Action 3: The NIC work has concluded and will not be included in the 24-25 LCAP plan, however, a district BAIT team was started this year to discuss challenging cases on-site for Tier 3+ to discuss possible interventions. The team consists of the Assistant Superintendent, Area Administration, BCBA, Supervisor of Campus Culture and Safety, and site principals. Suspension data is reviewed throughout the year at coaches' forums, in-depth meetings with administration, and at the VP academy. These strategies will continue moving forward.

As noted in the analysis, this goal will not remain as an independent entity within the 24-25 LCAP. Instead, its components will be interwoven with the most fitting goal, such as academic performance, academic engagement, or climate and culture. (Goals 1-3)

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



## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### 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 Unified is a growing district with a recently opened high school and a new elementary school under construction.

Central USD serves approximately 15,742 students. Central USD students come from a rich mix of ethnic and cultural backgrounds. Of our 15,742 students, 14.6% are English Learners (EL), 1% are foster youth (FY), 0.5% are homeless, 83.4% are low-income (LI) and 10.4% are students with disabilities (SWD). 61.4% of students are Hispanic, 11.2% White, 15.9% Asian, and 7.9% African American. (CA 2023 Dashboard). New to the district this year is the identification of Equity Multiplier Schools. These schools qualify if they have a prior year instability rate greater than 25% and socioeconomically disadvantaged pupil rates of greater than 70%. This year, Pathway Community Day,

Pathway Elementary, Pershing Continuation High School, Central Online Home School (COHS), and Central Unified Alternative/Opportunity (CLASS) each qualified for this unique designation.

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

## Reflections: Annual Performance

A reflection on annual performance 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.

Central Unified School District is committed to improving learning outcomes for all students. Central USD continues with solid instruction on content appropriate for each grade level with high levels of engagement and high expectations. To re-engage chronically absent students, the district focuses on continuing to provide resources (hotspots, Chromebooks), deploy intensive attendance support services and staff, assign staff for home visits and wellness checks, as well as provide mental health services. The district has worked with educators to ensure the acceleration of learning, equity, and well-being. The work includes mining and employing re-engagement opportunities for students, adjusting tiers 1,2, and 3 Academic, Social-Emotional Learning (SEL), and Behavior Interventions as needed to serve student needs and increase in-person mental health services. Academic support includes intervention and extended day tutoring as needed with continued professional development for staff to support accelerating learning. Off time (summer, spring break) is used for academic academies and credit retrieval. Additionally, staff has implemented diagnostic assessments, reading labs, during and after-school tutoring, and intense monitoring of grade-level instruction and assignments. During the 203-24 school year, Central USD continued to implement the "Blueprint for Academic Success". This plan provided tactics to communicate with all sites, build the capacity of existing staff, provide feedback on implementation, and celebrate successes noted.

The blueprint includes:

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

The blueprint change ideas are noted below:

- Students who have frequent opportunities to meet and make sense of various types of word problems and tasks will have greater success in mathematics.

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

Central USD continues to take steps to ensure students are ready to graduate as well as the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Even as credit recovery remains a viable choice for students, the district recognizes the impact that failing a course has on a student and has grown in several ways to support alternative steps to seeing a student complete high school with a diploma at the end of their 4 years. First, academic counselors have worked to meet with all current high school students to build a 4-year academic plan for their remaining years of high school. Second, sites have provided additional opportunities for students and parents to become informed about A to G requirements, CTE pathways, and dual enrollment through in-class engagements, parent information nights, and our college and career counselors who help students understand what courses they will need for the college(s) they are looking to apply. To ensure that the Central Unified School District provides exemplary programs that serve all students, the district's blueprint for academic success includes steps toward ensuring that students are making progress toward maintaining the highest performance level in state standards mastery. The district has committed to the implementation of small group instruction that differentiates learning to meet every student's needs, PLCs that "huddle" frequently around student data to improve outcomes and provide ongoing districtwide asynchronous & synchronous professional learning opportunities. The focus of the proposed professional development will be continued professional learning supporting research-based highly effective classroom teaching. Central Unified believes that an effective and efficient way to organize improvement efforts is through networked improvement communities (NICs), a collegiality of expertise building on the hard work and creativity of many.

Central USD schools receiving the lowest performance level on one or more state indicators on the 2023 Dashboard were Central High School in Math, Central Online Home School (COHS) in Math and College Career Indicator (CCI), Central Unified Alternative (CLASS) for ELA, Math and CCI, El Capitan Middle School for Math and suspension rate, Glacier Point Middle School for Math, Herndon Barstow Elementary, Roosevelt Elementary, Justin Garza High School for English Learner Progress Indicator (ELPI), and Pershing High School for suspension rate and CCI. Student groups in Central USD receiving the lowest performing level on the 2023 Dashboard included Foster Youth (FY) and Students with Disabilities (SWD) in ELA, FY, SWD & Homeless for Math, FY & Homeless for suspension rate, and African American (AA), EL, Socioeconomically Disadvantaged (SED) for CCI.

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

#### Central High East

- ELA -SWD
- Math- SWD & EL
- Graduation-SWD
- CCI-SWD & EL

Central High School,

- Math-Hispanic, SED & White
- CCI-SWD

COHS

- Math-Hispanic & SED

CLASS

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

Glacier Point

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

Hahn Phan Tilley

- ELA-EL

River Bluff

- Chronic Absenteeism (CA) – White

Harvest

- ELA-SWD
- CA-White

Herndon Barstow

- ELA-SWD
- Math-SWD

Houghton-Kearney

- Suspension-White

Madison

- ELA-SWD
- Math-SWD

Liddell

- CA-African American & SWD

McKinley

- CA-African American & SWD

Rio Vista

- Math-SWD
- CA-EL

Roosevelt

- ELA-EL & SWD
- Suspension-White

## Teague

- ELA-African American
- Math- African American

## Pershing High School

- CCI-SWD

All Local Indicators (Basics: Teacher, Instructional Materials, Facilities; Implementation of Academic Standards; Parent & Family Engagement; Local Climate Survey; and Access to Broad Course of Study) are marked as "Standard Met". The Central USD Blueprint for Academic Success notes math intervention focusing on grade 3. Math professional learning includes alignment of math standards mastery district-wide, with targeted emphasis on coherence to practice for students. This strategy includes grade-level instruction with increased time during the day for mathematics (TK-6). Staff is committed to one math domain focus for ALL grades (selected by the grade) to develop foundational skills and expand learning. This cycle of professional learning will continue with another cohort beginning during the 2024-25 school year and the current cohort continuing to meet and build their capacity to support mathematic achievement. The district continued with the implementation of ELA & Math intervention and paid special attention to the equity of services for Students With Disabilities (SWD), Homeless, and Foster Youth students.

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

The district believes that using technology in the classroom is essential to positive student learning. The district maintains two student technology programs, One-to-One and School2Home. The One-to-One program provides students with access to a Chromebook technology device for on-campus use in all core classrooms from TK to 12th grade. The Chromebook is the primary technology device used to access the core digital curriculum and utilize digital instructional tools. The district's School2Home program extends that on-campus learning experience to households that do not have adequate access to technology or Internet services for their student or students to use for educational purposes. With the support of the district administration and school board, the School2Home program was expanded to support our community demand and currently serves over 2,500 students. Students in the School2Home program are assigned a Chromebook device equipped with 4G/LTE nationwide Internet access. The district student technology programs provide equitable access to digital academic resources and accelerate positive learning both on campus and at home. The district will continue to monitor and assess student technology needs and will plan for future demands and requirements. In addition, the district will continue to provide technical staff to ensure that access to digital academic resources and technology is fully supported and successful. In addition, Central USD will provide staff (certificated instructional support coach or ISC, Director of Instructional Technology, and classified tech aides at sites) to ensure that access to digital academic resources and technology is fully supported and successful.

Central USD featured engaging experiential learning that supports problem-solving and encourages thoughtful risk-taking by funding 6th-grade camps that feature an educational approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking for each elementary site. 6th-grade students experienced Scout

Island and focused on team building and self-growth challenges. Other sites include Camp Keep, Wonder Valley, Calvin Crest, and Sierra Outdoor Camp in Sonora. This activity will again be fully funded through the site allocations in Goal 1 Action 7 during the 2024-25 school year.

At the secondary level, the district celebrated the success of 284 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 77 students awarded the State Seal of Biliteracy (The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.)

## Reflections: Technical Assistance

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

After the posting of the 2023 Dashboard, Central USD was identified for Differentiated Assistance (DA) based on the ELA, Math, Suspension Rate, and College Career Indicator for Foster Youth, Students with Disabilities, and Homeless Students. The district utilizes outside consultants and vendors to support FY and Homeless students. These include Comprehensive Youth Services, All 4 Youth Mentors, and National Impact Mentoring. Central USD is currently working with staff from the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team in a Network Improvement Community (NIC) with guidance from West Ed to ensure improvement areas noted above for students with disabilities. Additionally, Central USD provides administrative and instructional support to school sites and teachers. A systematic approach is utilized to continue increases in academic performance. Support staff members coach site administrators and teachers to improve best-first teaching practices, intervention systems, data analysis, and meeting the social-emotional needs of students. Professional learning focused on balanced instruction, using common formative assessments, and unit planning. The district continues with the development of the district's MTSS academic, behavioral, and social-emotional systems to ensure academic achievement and improved student engagement for SWD, Homeless, and foster youth. Additionally, Central USD emphasizes continued parent engagement and workshops targeted to empower parents as partners in their student(s) education and focus on aligning resources and services to meet the needs of students to keep them in school and improve learning outcomes.

## 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:

- Justing Garza High 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.

Central USD supports eligible schools in creating Comprehensive Support and Improvement (CSI) plans by conducting annual needs assessments and regularly monitoring progress throughout the school year. During this process, schools use various data points, including CAASPP results, to determine CSI eligibility. The district employs Schoolzilla, a continuously updated dashboard with prebuilt, actionable reports. These reports help schools track various aspects of student data such as SBAC results, attendance, behavior, graduation rates, and college/career readiness. Additionally, the district provides local assessments to measure student growth, including Math and Language Arts assessments that monitor progress toward the adopted standards. The Illuminate system offers a range of reports that make data actionable for schools. The district helps schools utilize these key data points to set goals, identify resource inequities, and plan for improvements. School Plans for Student Achievement (SPSA) are developed to fulfill CSI plan requirements.

When needs are identified, a team of site and district administrators—including the Assistant Superintendent for Educational Services, Area Administrators, and the Director for State & Federal Programs—discuss evidence-based interventions to support the plans. Interventions and additional support might include extended school days, reading and math interventions, and extended counseling hours. Professional development is also provided as needed, along with necessary resources for the interventions.

The district values input from various educational partners when making decisions at the school level. It uses surveys such as Panorama and ongoing LCAP surveys embedded in community events to gather feedback and assess perceived needs. Survey data is reviewed in school site parent meetings, including SSC and ELAC meetings, as well as staff and district leadership meetings, where needs assessments are addressed.

Site leaders work together to identify suitable interventions, actions, and strategies to support student achievement. The district support team helps identify evidence-based interventions that are proven effective and scalable. The CSI Team also consults with the district administrative cabinet to deploy expertise and resources tailored to each site's needs. Interventions and expenditures are aligned with the highest priority areas identified by the needs assessments and supporting data. Multiple surveys gather feedback from staff, students, and parents/guardians to highlight perceived inequities, and budget reviews ensure funds are directed to address these inequities effectively.

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

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

Central's Assistant Superintendent of Educational Services, Area Administrators, and Director of State & Federal Programs have established and implemented processes to ensure ongoing monitoring of the plan. This implementation occurs at various levels: site teachers use strategies from professional development to instruct, assess, intervene, and monitor progress; site leaders conduct walkthroughs, analyze student performance, and engage in discussions with staff; and Area Administrators collect and analyze relevant data every month.

Using the Continuous Cycle of Improvement Process Tool, Central USD collaborates with school leadership and state and federal departments to ensure effective monitoring and evaluation of the School Plans for Student Achievement (SPSA). SPSAs are designed to

meet the requirements for CSI plans and document goals, expected outcomes, and actions with corresponding metrics. Twice a year, CSI schools participate in 'Coaching Forums' where site leaders help the district monitor the effectiveness of actions concerning site metrics. These forums support effective implementation and initiate new cycles of improvement. Implementation, monitoring, and evaluation occur after each benchmark cycle, including a thorough analysis of the causes behind CSI status and the ongoing effectiveness of goals/actions in the current SPSA. Based on these results, site leaders determine the next focus areas for improvement. Regular monitoring and progress reviews are conducted by site and district leaders, with coaching and support from Area Administrators in areas of need. This support may include additional data monitoring and action implementation assistance from the district and consultants. The district provides the necessary data and resources to implement actions and monitors graduation rates, academic performance, suspension/expulsion data, attendance, behavioral outcomes, climate results, and LCAP survey data alongside California Dashboard data.

Site leaders will use action-aligned data and metrics to assess the effectiveness of actions and support the implementation of new improvement cycles. Central Unified will analyze the data to ensure that all underperforming groups are making adequate progress and closing the achievement gap. Parental involvement is also crucial in monitoring progress and evaluating effectiveness. Data to represent ongoing monitoring and evidence of effectiveness is shared with educational partners at regular SSC, ELAC, PAC, and DELAC meetings.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents & Other Educational Partners	<p>September 1- March 5 2024 Google form survey questions administered during the evaluation after every parent event measuring "What is going well with the Central USD LCAP?", "What should we change or stop doing when we think about a new LCAP Plan?", "What have we NOT thought about in implementing the LCAP?".</p> <p>In addition, parents participated in Thought Exchange Survey Town Halls hosted on February 1, 2024, @ Glacier Point, February 6, 2024, @ Rio Vista Middle School, February 8.2024 @ El Captian Middle School, &amp; February 15, 2024, @ Biola Elementary. The survey remained open through April 11, 2024. Administration summarized the current plan, and explained the function of Thought Exchange interactions and 'thoughts'. iPads and staff were available to assist Educational Partners in the interaction. Participants were informed about the timelines and how to continue to engage in the interactions, rating ideas and offering new thoughts through the process. QR codes were provided for participants to take and share. An additional survey was sent directly to parents and students based on special programs and demographic information identified as 'red' on the 2023 CA Dashboard April 15-22, 2024.</p>

Educational Partner(s)	Process for Engagement
SELPA	District Special Education Staff participated in SELPA Meetings hosted throughout the 2023-24 school year. Meetings were convened on September 14, 2023, October 19, 2023, November 7, 2023, January 25, 2024, February 15, 2024, March 18, 2024, April 18, 2024, and May 14, 2024.
Mid Year Report	Per Senate Bill 114, the Mid-Year Report was reported to the board at the regularly scheduled meeting February 27, 2024.
Teachers	Thought Exchange Survey Town Halls hosted February 1, 2024, @ Glacier Point, February 6, 2024, @ Rio Vista Middle School, February 8, 2024, @ El Captian Middle School, & February 15, 2024, @ Biola Elementary. The survey remained open through April 11, 2024. Administration summarized the current plan, and explained the function of Thought Exchange interactions and 'thoughts'. iPads and staff were available to assist Educational Partners in the interaction. Participants were informed about the timelines and how to continue to engage in the interactions, rating ideas and offering new thoughts through the process. QR codes were provided for participants to take and share.
Principals	Thought Exchange Survey Town Halls hosted February 1, 2024, @ Glacier Point, February 6, 2024, @ Rio Vista Middle School, February 8, 2024, @ El Captian Middle School, & February 15, 2024, @ Biola Elementary. The survey remained open through April 11, 2024. Administration summarized the current plan, and explained the function of Thought Exchange interactions and 'thoughts'. iPads and staff were available to assist Educational Partners in the interaction. Participants were informed about the timelines and how to continue to engage in the interactions, rating ideas and offering new thoughts through the process. QR codes were provided for participants to take and share.
Other Administrators	Thought Exchange Survey Town Halls hosted February 1, 2024, @ Glacier Point, February 6, 2024, @ Rio Vista Middle School, February 8, 2024, @ El Captian Middle School, & February 15, 2024, @ Biola Elementary. The survey remained open through April 11, 2024. Administration summarized the current plan, and explained the function of Thought Exchange interactions and 'thoughts'. iPads and staff were available to assist Educational Partners in the interaction.

Educational Partner(s)	Process for Engagement
	Participants were informed about the timelines and how to continue to engage in the interactions, rating ideas and offering new thoughts through the process. QR codes were provided for participants to take and share.
Other School Personnel	Thought Exchange Survey Town Halls hosted February 1, 2024, @ Glacier Point, February 6, 2024, @ Rio Vista Middle School, February 2024 @ El Captian Middle School, & February 15, 2024, @ Biola Elementary. The survey remained open through April 11, 2024. Administration summarized the current plan, and explained the function of Thought Exchange interactions and 'thoughts'. iPads and staff were available to assist Educational Partners in the interaction. Participants were informed about the timelines and how to continue to engage in the interactions, rating ideas and offering new thoughts through the process. QR codes were provided for participants to take and share.
Classified Bargaining Unit	March 4-12, 2024-Customized Thought Exchange Survey with the members as shared by CSEA leadership.
Certificated Bargaining Unit	March 19, 2024, via virtual meeting with CUTA members to review the format, current goals, and actions. The Google Form survey link was shared with members after answering any questions. The document was open for input March 19-April 12, 2024
Students	Thought Exchange Survey Town Halls hosted February 1, 2024, @ Glacier Point, February 6, 2024, @ Rio Vista Middle School, February 8.2024 @ El Captian Middle School, & February 15, 2024 @ Biola Elementary. The survey remained open through April 11, 2024.
Equity Multiplier Schools by Site	<p>Pathway Elementary &amp; Pathway Community Day School (CDS) :  April 16, 2024 Parent Meeting, April 17, 2024, Teachers and Staff,  April 18, 2024, Site Leadership Team (SLT).</p> <p>Pershing Continuation High School:  April 16, 2024, Parent Meeting, April 17, 2024, Teachers and Staff,  April 18, 2024, SLT.</p> <p>Central Unified Alternative/Opportunity (CLASS):</p>

Educational Partner(s)	Process for Engagement
	<p>March 4, 2024, at C.L.A.S.S. - ELAC Meeting-Parents &amp; March 8, 2024, at C.L.A.S.S. - School Site Counsel Meeting-Students &amp; Parents.</p> <p>Central Online Home School (COHS):            April 10, 2024, Staff Meeting &amp; SLT, April 11, 2024, Student Meeting, April 11, 2024, Parent Meeting, April 16, 2024, School Community Survey input, April 16, 2024, WASC Committee.</p>
DELAC Input Session	<p>January 19, 2024-Members met at the district office reviewed the current plan, and engaged in discussion of current goals/actions. They completed a discussion activity by goal noting what was working, and what was not working and offering ideas of strategies that may be effective moving forward. Members participated in a 'gallery walk' after they gave input so they could collaborate and offer additional thoughts to fellow committee members.</p>
PAC Input Session	<p>On March 4, 2024- Members met at the district office reviewed the current plan, and engaged in a discussion of current goals/actions. They completed a discussion activity by goal noting what was working, and what was not working and offering ideas of strategies that may be effective moving forward. Members participated in a 'gallery walk' after they gave input so they could collaborate and offer additional thoughts to fellow committee members.</p>
MPAC Input Session	<p>March 11, 2024--Members met at the Teague Community Resource Center reviewed the current plan, and engaged in a discussion of current goals/actions. They completed a discussion activity by goal noting what was working, and what was not working and offering ideas of strategies that may be effective moving forward. Members participated in a 'gallery walk' after they gave input so they could collaborate and offer additional thoughts to fellow committee members.</p>
Community Partners	<p>February 1-April 11, 2024. Shared via email link. The survey remained open through April 11, 2024. Administration summarized the current plan, and explained the function of Thought Exchange interactions and 'thoughts'.</p>

Educational Partner(s)	Process for Engagement
	<p>Partners included:</p> <ol style="list-style-type: none"> <li>1. Moreno Institute</li> <li>2. PIQE</li> <li>3. Centro la Familia</li> <li>4. Teague Community Resource Center</li> <li>5. Inspiration Transportation</li> <li>6. Fresno State Parent University</li> <li>7. Success Together</li> <li>8. United We Lead</li> <li>9. Neighborhood Industries</li> <li>10. SER Progress</li> <li>11. Jakara Movement</li> <li>12. Central Valley Regional Center</li> <li>13. Exceptional Parents Unlimited</li> <li>14. GO Public Schools</li> <li>15. Fresno County- Kremer Anton</li> <li>16. Randy's Closet</li> <li>17. LifeBridge Church</li> <li>18. Assistance League Fresno</li> <li>19. Children's Movement</li> <li>20. Cradle to Career</li> </ol>
DELAC Draft LCAP for Superintendent Comments	<p>May 9, 2024, @ the 4th Quarter meeting in district office room 4. The completed draft plan was presented for review. Members were divided into teams to review proposed actions and goals. Members gave comments/questions to the superintendent that were then relayed to Mrs. Davis for review and response.</p>
MPAC Draft LCAP for Superintendent Comments	<p>May 7, 2024 meeting at the Teague Community Resource Center. The completed draft plan was presented for review. Members were given an overview of the most frequently mentioned suggestions district-wide. They then took a 'book walk' through the draft and it was noted where the input appeared in the proposed plan. Members gave comments/questions to the superintendent that were then relayed to Mrs. Davis for review and response.</p>

Educational Partner(s)	Process for Engagement
PAC Draft LCAP for Superintendent Comments	May 6, 2024, during the 4th Quarter meeting. The completed draft plan was presented for review. Members were given an overview of the most frequently mentioned suggestions district-wide. They then took a 'book walk' through the draft and it was noted where the input appeared in the proposed plan. Members gave comments/questions to the superintendent that were then relayed to Mrs. Davis for review and response.
Public Comment	Per Ed Code 52062(a)(2) the 10 day Public Comment Period - June 10-24, 2024
Public Hearing	Per Ed Code 52062 (e)(2) at the regular board meeting June 11, 2024
LCAP Adoption	Per Ed Code 52062 (b)(2) at the regular board meeting June 25, 2024
Local Indicators`	Presented with LCAP Adoption as per Ed Code 52064.5 (e)(2)
Budget Adoption	Per Ed Code 52062(b)(2) adopted at the same meeting as 2024-25 LCAP

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

The summary of feedback from our Educational Partners highlighted several key areas for ongoing attention. These include:

- Maintaining support for academic, social-emotional, and behavioral needs, particularly for English Language learners
- Active parental involvement, fostering clear communication channels
- Enhancing college and career readiness pathways for students
- Ensuring safe and equitable school environments
- Offering research-based professional development for staff

Educational Partner Feedback by Event:

Town hall and all Thought Exchange participants (teachers, students, principals, other staff & school personnel, other administrators, and community partners) indicated:

- Increased support for academic interventions to support student learning
- Increased support for social-emotional and behavioral intervention, increased staff for behavioral support, and improved discipline practices
- Comprehensive technology education including engaging activities for students
- Greater parental involvement in the learning environment/Increased collaboration with community partners
- Professional development for staff and teachers so they can provide culturally responsive support for students
- Professional development for teachers and staff to engage and relate to students
- Increased focus on safety at school sites, reducing bullying
- Smaller class sizes & more student centered instruction



CUTA members noted:

- Support for multilingual students and their families
- Academic, behavioral, and social-emotional interventions above and beyond the classroom
- Smaller class sizes
- Safe schools that promoted a positive culture and climate

CSEA responses indicate:

- Improved teacher training, particularly in the use of programs like I Ready, Amplify, and science programs
- Hiring of more staff, including classified personnel
- Reevaluation of student discipline methods, with some suggesting that current methods are not helping create a positive learning environment
- Volunteer afterschool opportunities
- address the challenges faced by families with trauma or unstable housing
- More in-class and out-of-class supplemental instruction
- Expand parent workshops and parent involvement

Students & Parent Group Targeted Surveys (Students with Disabilities, EL, African American, White, Low Income, Hispanic) indicated:

College & Career-

- 48% of respondents were either satisfied or strongly satisfied with current services
- 39% of respondents were neither satisfied nor dissatisfied with current programs

What can be improved?

- Expand college pathways and AP classes
- Improve college awareness overall
- Conduct tours or visits
- Mentor programs
- College pathways as early as elementary schools

Math Programs-

54% of respondents were either satisfied or strongly satisfied with current services

26% of respondents were neither satisfied nor dissatisfied with current programs

What can be improved?

- Sites provide more math support & teacher training
- Sites provide extended days of extra help and support
- Teachers give more time for mastery of concepts
- Teachers teach foundational skills

- Teachers use differentiated instruction based on student needs
- Hire more staff to lower classroom size and allow better instruction

#### ELA Programs-

59% of respondents were either satisfied or strongly satisfied with current services

31% of respondents were neither satisfied nor dissatisfied with current programs

#### What can be improved?

- More academic support
- Focus on foundational skills and phonics
- Focus on the science of reading, providing context and scaffolds in class
- Provide cultural diversity in the literature

#### English Learner Programs-

- 71% of respondents were either satisfied or strongly satisfied with current services
- 23% of respondents were neither satisfied nor dissatisfied with current programs

#### What can be improved?

- specialized training for counselors and teachers and providing
- intensive intervention support for students not learning

#### SPED Program-

- 67% of respondents were either satisfied or strongly satisfied with current services
- 17% of respondents were neither satisfied nor dissatisfied with current programs

#### What can be improved?

- Stronger two-way communication between the program specialists and parents Host SPED parent workshops to help everyone understand the programs and policies
- Complete IEP meetings promptly

#### Categorical parent committees (DELAC, PAC, MPAC) prioritized:

- Increase parent engagement
- Continued academic, behavioral, and SEL support
- Expanding CTE pathways
- Clean and safe schools
- Hands-on engaged classroom teaching

Equity Multiplier Schools overall noted:

Staff-

- Provide ELD supplemental curriculum for secondary students
- A need to hire or augment hours for academic intervention specialists to support the learning and instructional “gaps” to strengthen the depth and breadth of grade-level content and standards
- Additional college and career counseling to provide continuous guidance, and support for students and families and create more interest for students in identifying and committing to college and/or career pathways before graduation
- Expanded Social Emotional Learning Lessons to reduce suspensions
- Focus on math instruction professional learning for Apple certification and student use of iPads

Students-

- More CTE & Dual Enrollment classes
- Hands-on activities for students to interact and collaborate
- Field trips/on-site college awareness

Parents-

- Opportunities for their students to interact more frequently (e.g. science lab, sports for students)
- Long-term sub or extra help for expanded math support with increased monitoring and check-ins with parents and students
- Dual enrollment classes and programs to enhance student career

Equity Multiplier educational partner input by site:

Pathway Elementary & Pathway Community Day School (CDS) :

- More social-emotional support
- Behavior support and extra co-curricular events to promote engagement
- Academic support including extended day/tutoring

Pershing Continuation High School:

- Academic support including extended day/tutoring
- Expanded college career counseling and college awareness activities

Central Unified Alternative/Opportunity (CLASS):

- Expanded academic counseling and
- College awareness activities and counseling
- Improved access to dual enrollment and CTE
- Expand library services and access

Central Online Home School (COHS):

- Academic support including extended day/tutoring
- Expanded college career counseling and college awareness activities
- PD for teachers (Math, College & Career)
- Expand enrichment activities & co-curricular
- Improved access to dual enrollment and CTE
- Push in math support (classified)
- Improved access to technology

Central Unified School District honors and respects each educational partner and their insight, expertise, and investment in our schools and students. Operating in collaboration with our community is of the utmost importance and the value of the input is evidenced by the implementation and responsiveness to the input above as noted in the 2024-2027 LCAP.

Academic Intervention/Support:

- 1.2 Literacy Rich Schools
- 1.3 Multi-Tiered System of Support Academic Tier 1
- 1.4 Multi-Tiered System of Support-Academic Tier 2-3

College Career/Graduation Improvement:

- 1.8 College & Career Indicator Improvement
- 2.1 Academic & Career Counseling
- 2.9 Student Group Graduation Increase

Multilingual Support:

- 1.9 English Learner Programs ELPI, ELA, Math & CCI Improvement
- 1.10 District Long-Term English Learner Academic Progress
- 1.16 Site-Based ELPI Indicator Improvement

SEL & Behavior Support:

- 2.3 Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1
- 2.4 Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3
- 2.5 Multi-Tiered System of Support (MTSS) Behavior Tier 1
- 2.6 Multi-Tiered System of Support (MTSS) Behavior Tier 2-3

Parent/Community Engagement-Clear Communication:

- 2.7 Co-Curricular Activities
- 2.8 Site Student Group Chronic Absenteeism Decrease
- 3.3 Family Outreach Liaisons

3.5 Suspension Rate Decrease

Safe & Equitable Learning Environment:

3.1 Facilities

Research-Based Professional Development:

1.5 Professional Learning Communities -Assessment & Progress Monitoring

Equity Multiplier Schools:

Goals 4-8 (Site Specific)

# Goals and Actions

## Goal

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

This goal was formulated based on data analysis and input from educational partners. Examination of California School Dashboard (Dashboard) data revealed a critical need for ongoing support in English Language Arts (ELA), Mathematics, College and Career Preparedness (CCI), and English language development (ELD).

For example:

- All students in grades 3–8 and 11 scored 23.4 points below standard in English Language Arts on the Smarter Balanced assessments as reported on the CA Dashboard Fall 2023. However, low-income (LI) students scored 31 points below standard, EL students scored 58.1 points below standards, Foster Youth (FY) scored 98.8 points below standard, Homeless students scored 67.8 points below standards, and Students with Disabilities (SWD) scored 90.3 points below standards.
- All students in grades 3–8 and 11 scored 63.6 points below standard in Mathematics on the Smarter Balanced assessments as reported on the CA Dashboard Fall 2023. However, low-income (LI) students scored 71.3 points below standard, EL students scored 85.6 points below standards, Foster Youth (FY) scored 136.4 points below standard, Homeless students scored 125.1 points below standards, and Students with Disabilities (SWD) scored 117.5 points below standards.
- 52.7% percent of current EL students making progress towards English language proficiency or maintaining the highest level. 51.4% progressed at least one English Learner Progress Indicator (ELPI) level. 1.5% maintained ELPI level 4 proficiency, while 30% maintained ELPI levels 1-3 and 17.1% ELs decreased by at least one level.

Local iReady and NWEA Map assessments confirm the performance gaps noted above and are noted in the Measuring and Reporting Results section below.

27 % of all high school graduates are placed in the "Prepared" level on the College/Career Indicator, while only 7.6% of African American students were qualified as "Prepared", and 5.8% of EL, 5.3% of Homeless, 3.8 of SWD, 24 % LI, and 0% FY were deemed "Prepared". During the LCAP development process, educational partners identified the need for:

- Ongoing instructional support for Math, ELA, and ELD

- Increased collaboration time and professional learning for teachers (Professional Learning Communities) so teachers are prepared to support diverse learners in the classroom.
- Continued need for literacy-rich schools and culturally responsive literature.
- Expanded learning opportunities for low-income students, SWD, Homeless English learners, AA, and foster youth
- Supportive learning environments for struggling students including academic interventions and extended learning.
- Increased support for College and Career preparedness for students, particularly those who are low-income, SWD, Homeless, AA English learners, and foster youth
- The district plans to improve College Preparedness, Math, ELA performance, and English learner proficiency through actions that support and improve student learning and will measure progress toward this goal using the metrics identified below.

**Note:**

The terms “low-income students” or LI and “socioeconomically disadvantaged students” refer to the same group of students. Low-income students are referred to as Socioeconomically Disadvantaged students within the Dashboard.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) Performance Indicator CA Dashboard	2023: Fall CA Dashboard ELA All-23.4 points below standard EL-58.1 points below standard FY-98.8 points below standard LI-31 points below standard SWD- 90.3 points below standard Homeless (HO)-67.8 points below standard Hispanic-33.3 points below standard African American (AA)-41.3 points below standard			2026: Fall CA Dashboard ELA All-14.4 points below standard EL-51.1 points below standard FY-89.9 points below standard LI-22 points below standard SWD- 81.3 below standard HO-58.8 below standard Hispanic-24.3 points below standard AA-32.3 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL-8.83% Prepared TBD (2024 Dashboard)			LTEL- 11.83% Prepared TBD (2024 Dashboard)	
1.2	Math Performance Indicator CA Dashboard	2023: Fall CA Dashboard ELA All-63.6 points below standard EL-85.6 points below standard FY-136.4 points below standard LI-71.3 points below standard SWD-117.5 points below standard HO-125.1 points below standard Hispanic-74.9 points below standard White-30 points below standard AA-92.2 points below standard LTEL- 1.2% Prepared TBD (2024 Dashboard)			2026: Fall CA Dashboard Math All- 54.6 points below standard EL-76.6 points below standard FY-127.4 points below standard LI-62.3 points below standard SWD- 108.5 points below standard HO-116.1 points below standard Hispanic-65.9 points below the standard White-21 points below standard AA-83.2 points below standard LTEL- 4.2% Prepared TBD (2024 Dashboard)	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	California Science Test (CAST) Met or Exceeded Standard	Data Year: 2022-23 Data Source: Dataquest  All: 20.67% EL: 0.27% FY: 4.76% LI: 17.73% HO: * *Less than 11 students - data not displayed for privacy			Data Year: 2025-26 Data Source: Dataquest  All: 29.67% EL: 9.27% FY: 13.76% LI: 26.73% HO: 9%	
1.4	EAP ELA	Data Year: 2022-23 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 44% EL: 23% FY: * LI: 47% SWD: 32% *Less than 11 students - data not displayed for privacy			Data Year: 2025-26 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 53% EL: 32% FY: 9% LI: 56% SWD: 41%	
1.5	EAP Math	Data Year:2022-23 Data Source: CAASPP  Pupils scoring conditionally ready or higher  All: 20%			Data Year: 2025-26 Data Source: CAASPP  Pupils scoring conditionally ready or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 7% FY: * LI: 18% SWD: 10% *Less than 11 students - data not displayed for privacy			All: 29% EL: 16% FY: 9% LI: 27% SWD: 19%	
1.6	Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Fall 2023: CA Dashboard-Local Indicator  Standard Met			Fall 2026: CA Dashboard-Local Indicator  Standard Met	
1.7	English Learner Progress Indicator (ELPI)	Fall 2023: CA Dashboard-Local Indicator  52.7% making progress toward English language proficiency (LEA Level)  33.3% making progress toward English language proficiency (Herndon-Barstow Elementary)  33.3% making progress toward English language proficiency (Roosevelt Elementary)  35.2% making progress toward English			Fall 2026: CA Dashboard-Local Indicator  61.7% making progress towards English language proficiency (LEA Level)  42.3% making progress toward English language proficiency (Herndon-Barstow Elementary)  42.3% making progress toward English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		language proficiency (Justin Garza)			(Roosevelt Elementary)  44.2% making progress towards English language proficiency (Justin Garza)	
1.8	EL Reclassification Rate	Data Year: 2023-24 Data Source: Aeries  18%			Data Year: 2026-27 Data Source: Aeries  20%	
1.9	A-G Completion Rate	Data Year: 2022-23 Data Source: DataQuest  All: 36% EL: 13% FY: * LI: 31% SWD: * *Less than 11 students - data not displayed for privacy			Data Year: 2025-26 Data Source: DataQuest  All: 45% EL: 22% FY: 9% LI: 40% SWD: 9%	
1.10	CTE Pathway Completion Rate	Data Year: 2022-23 Data Source: Dashboard Additional Reports  All: 98.8% EL: *			Data Year: 2025-26 Data Source: Dashboard Additional Reports	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: 98.7% LI: 100% SWD: * *Less than 11 students - data not displayed for privacy			All: 99% EL: 99% FY: 99% LI: 100% SWD: 99%	
1.11	A-G Completion and CTE Pathway Completion Combined Rate	Data Year: 2022-23 Data Source: Dashboard Additional Reports  All: 4.7 % EL: * FY: * LI: 4.4% SWD: * *Less than 11 students - data not displayed for privacy			Data Year: 2025-26 Data Source: Dashboard Additional Reports  All: 56% EL: 11% FY: 11% LI: 52.8% SWD: 11%	
1.12	AP Pupils Scoring 3 or higher on the yearly examination	Data Year: Summer 2023 Data Source: CollegeBoard  All: 72% EL: * FY: * LI: 70% SWD: * *Less than 11 students - data not displayed for privacy			Data Year: Summer 2026 Data Source: CollegeBoard  All: 78.1% EL: 33.1% FY: 8.1% LI: 75.1% SWD: 53.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	College Career Indicator-CA Dashboard	Data Year: 2023 Data Source: CA Dashboard  % Prepared:  All: 27% EL: 5.8% FY: 0 % LI: 24% SWD: 3.8% AA: 7.6% HO: 5.3% LTEL: TBD (2024 Dashboard)			Data Year: 2023 Data Source: Fall CA Dashboard  % Prepared:  All: 36 % EL: 14.8% FY: 9 % LI: 33 % SWD: 12.8% AA: 16.6% HO: 30.9% LTEL: TBD (2024 Dashboard)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access To Core	<p>Central USD will provide access to core curriculum materials in all content areas:</p> <ul style="list-style-type: none"> <li>• Math</li> <li>• ELA</li> <li>• ELD</li> <li>• Science</li> <li>• Social Science</li> <li>• VAPA</li> <li>• PE</li> </ul>	\$548,812.74	No
1.2	Literacy Rich Schools	<p>To ensure Literacy Rich Schools Improve ELA &amp; ELPI Scores Central will provide the following:</p> <ul style="list-style-type: none"> <li>• Access to literacy-rich libraries and support staff</li> <li>• Secondary school teacher-librarians</li> <li>• Media Techs</li> <li>• E-books and digital resources in various languages</li> <li>• Materials, Books, and online subscriptions</li> </ul>	\$3,462,539.93	Yes
1.3	Multi-Tiered System of Support Academic Tier 1	<p>Central USD is committed to academic achievement for all students, including those who are struggling academically, have disabilities, or are gifted. When we examined the root causes of ELA and math for FY, SWD, and homeless students, we found a common need among these student groups; this includes increasing targeted professional development for staff and strategic academic support.</p> <p>To achieve this, the district will:</p>	\$47,800,055.42	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide Tier 1 services to all students (including Foster Youth, Students with Disabilities, and the Homeless), by offering supplemental ELA and Math materials with specialized instruction to enhance literacy and numeracy</li> <li>• Ensure that staff, including certificated, classified, Special Education, GATE, and Migrant personnel, are equipped to meet the needs of all Tier 1 students by providing professional learning support and administrative monitoring of implementation</li> <li>• Implement a Blueprint for Academic Success strategically designed to support English Learners and special education students</li> <li>• Provide LETRS professional development for elementary teachers and administrators</li> <li>• Revise the K-2 literacy plan updating the professional learning in LETRS and supplemental materials</li> <li>• Revised math and literacy professional development plan for teachers and administrators</li> </ul> <p>This action will address the following reds/very low:            ELA: FY, SWD            Math: FY, Homeless, SWD</p>		
1.4	Multi-Tiered System of Support-Academic Tier 2-3	<p>Central will provide the following Multi-Tiered System of Support-Academic Tier 2-3:</p> <ul style="list-style-type: none"> <li>• Intervention during the school day</li> <li>• High Dose Tutoring</li> <li>• Reading Lab Teachers</li> <li>• Extended-day learning (ELO-P)</li> <li>• Paraprofessionals to accelerate literacy and language acquisition (Biola, Hahn Phan Tilley, Madison, Teague, Roosevelt, Steinbeck &amp; McKinley)</li> <li>• Intercession and Summer School</li> <li>• Summer School Teacher to Support ELs</li> <li>• PLC with a focus on services for EL, LI, and FY students</li> </ul>	\$28,509,737.37	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Assessment & Professional Learning Communities (PLCs)	<p>Central USD will conduct common formative and summative assessments for core subjects. The district will:</p> <ul style="list-style-type: none"> <li>Utilize systematic data analysis</li> <li>Streamline data processing, and distribution, providing real-time insights for instructional adjustments</li> <li>Dedicated PLC time allocated to monitor progress and adapt instruction accordingly</li> </ul>	\$240,000.00	No
1.6	Professional Development & Instructional Support Coaches	<p>Central USD has shown some improvement in ELA and Mathematics Performance Indicators. Still, continued support is needed to provide professional learning to the classroom teachers and improve student learning outcomes, especially for LI, EL, and FY students (as noted in the identified needs section above). To address the need for improved academic achievement for LI, EL, &amp; FY students, Central USD will provide:</p> <ul style="list-style-type: none"> <li>Professional development for Pre-K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity with a specific focus on the needs of students learning a second language, the needs of foster youth, and children from low-income homes.</li> <li>Support the instructional coaching model with eight Instructional Support Coaches (ISCs) to successfully implement new learning from professional development to accelerate student learning for LI, EL, &amp; FY.</li> <li>Added Professional Learning days at the beginning of the school year (certificated &amp; classified)</li> </ul>	\$2,979,078.96	Yes
1.7	Instructional Supplemental Support for Sites	<p>To support supplemental instructional support for sites, Central Unified will provide:</p> <ul style="list-style-type: none"> <li>Supplementary instructional materials for literacy and numeracy, ELD, interventions</li> <li>Technology hardware and software to support student access to supplementary materials and improved services</li> </ul>	\$1,791,855.22	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Secondary credit retrieval, additional academic counseling, expanded career counseling, or college readiness</li> <li>• Funding for creating welcoming school environments (PBIS Supports and Incentives, Parent Engagement, Community Celebrations, Multicultural Awareness)</li> <li>• Funding educational enrichment trips/science experience</li> <li>• Supplemental Materials and Supplies</li> </ul> <p>The LEA examined the needs of EI, FY, and LI students by looking at state and local data at the district and site levels. In addition to supporting the needs of all EI, FY, and LI students within the LEA, further support will be provided at the LEA level for FYs. Site Allocations are determined based on unduplicated per pupil amount.</p>		
1.8	College & Career Indicator	<p>Central USD students will be provided access to career technical education (CTE) and dual enrollment (DE) pathways. The district will:</p> <ul style="list-style-type: none"> <li>• Support CTE and DE pathways based on student needs, and educational partner input. Add/expand pathways to improve access for students to CTE and dual enrollment, thus increasing student motivation, career planning, and interest in school.</li> <li>• Recruit and support student enrollment for Homeless and SWD students.</li> </ul> <p>This action will address the following reds/very low: CCI: Homeless, SWD</p>	\$3,087,803.34	No
1.9	English Learner Programs	<p>To support English learner progress, Central Unified will provide the following:</p> <ul style="list-style-type: none"> <li>• Professional learning for teachers and administrators to continue to build capacity to provide Designated and Integrated ELD to students (clear lesson objectives, scaffolding, academic English focus, extended language interaction, and common formative assessment for ELs)</li> </ul>	\$13,964,359.04	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Supervisor EL Services (Title I &amp; III)</li> <li>• Multilingual Success Network (MSN), employing Improvement Science to drive measurable changes for English learners.</li> <li>• Continue to provide 7 EL teachers and 1 Newcomer Teacher-Itinerant</li> <li>• In-class instructional coaching support (ISC EL) and supplemental resources</li> </ul> <p>This action will address the following reds/very low: CCI: EL ELPI: EL</p>		
1.10	District Long Term English Learner Academic Progress	<p>To support long-term English learner progress, Central Unified will provide the following:</p> <ul style="list-style-type: none"> <li>• Teacher training to develop deep knowledge of best practices (Focused Language Development, Explicit Language Instruction, Integrated ELD, Culturally Responsive Teaching, Building on Prior Knowledge, Differentiated Instruction, Content-Specific Vocabulary, Constructive Feedback, Building Academic Confidence) By implementing these best practices, educators can create a supportive learning environment that addresses the unique challenges of Long-Term English Learners and helps them achieve language proficiency and academic success. for LTEL students. (PD &amp; release time)</li> <li>• Teachers of LTELs will use goal setting at the beginning of the school year and set checkpoints for monitoring progress on the above goalsetting after each assessment window. (PD &amp; release time)</li> <li>• The EL Services Department will provide LTEL progress monitoring and collaboration to close achievement gaps and reclassify LTELs.</li> </ul>	\$649,789.02	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Differentiated Assistance ELA, Math, & CCI	<p>This action will address the following reds/very low:</p> <p>LEA Level:            ELA: FY &amp; SWD            Math: FY, Homeless &amp; SWD            CCI: Homeless &amp; SWD</p> <p>DA Qualifying Groups: SWD, FY, HO            ELA: EL, SWD            Math: EL, SWD            Suspension: FY, HO (Suspension is addressed in Goal 3 Action 5)            CCI: HO, SWD</p> <p>Central USD will work in collaboration with the Fresno County Superintendent of Schools (FCSS) to:</p> <ul style="list-style-type: none"> <li>• Analyze dashboard and local data to understand the potential root causes contributing to very low ELA and Math Performance Indicators for Foster Youth (FY), Students with Disabilities (SWD), and Homeless Students, as well as the very low CCI% for Homeless and SWD students.</li> <li>• Study district academic and college preparedness systems through a continuous improvement cycle to implement changes that improve student outcomes. This process will include educational partners in a needs assessment and implement improvement efforts designed to support positive student outcomes.</li> <li>• Enhance Career Technical Education (CTE) elective courses by obtaining a-g approval. This will allow students to satisfy both local graduation requirements and meet a-g subject criteria for college eligibility with current CTE courses and have more opportunities.</li> </ul> <p>This work will include administrators (site and district), teachers, counselors, psychologists from the sites, and county-level experts. The teams will meet quarterly, and administrators will huddle with the FCSS support team in the interim. Sites will have calendared huddles to discuss actions and monitor progress with student academic performance and</p>	\$24,738.82	No

Action #	Title	Description	Total Funds	Contributing
		<p>college preparedness/dual enrollment</p> <p>The specific needs of Foster Youth (FY), Students with Disabilities (SWD), and homeless students that this approach will meet include:</p> <ul style="list-style-type: none"> <li>• Coordinated support.</li> <li>• Consistent academic progress monitoring.</li> <li>• Access to college preparedness resources.</li> </ul> <p>By involving a team of administrators, teachers, counselors, psychologists, and county-level experts, the collaborative structure will ensure that these students receive comprehensive support tailored to their unique circumstances. Additionally, the regular huddles will facilitate continuous improvement and adaptation of strategies to meet these students' evolving needs, ultimately enhancing their academic performance and readiness for post-secondary opportunities.</p>		
1.12	ELA Proficiency (Site Specific)	<p>The California Dashboard helps parents and educators assess district and school performance, including Central USD. The English Language Arts (ELA) Indicator evaluates how well students meet ELA standards. Nine Central USD schools need to take action to improve ELA proficiency among student groups with low scores on the Dashboard. Specific actions for the 2024-25 school year are detailed below. Please note, that the details for CLASS appear in Goal 4 as CLASS qualifies for Equity Multiplier funding and thus has its own dedicated Goal and actions.</p> <p>Central East High School has qualified for a required action to improve ELA proficiency for Students with Disabilities (SWD). Actions include:</p> <ul style="list-style-type: none"> <li>• CEHS administrators and teachers will be provided planning time to increase the collaboration of SWD, and general education teachers to improve student learning and student belonging at CEHS</li> <li>• Provide supplemental materials and resources for additional opportunities to improve student learning.</li> </ul> <p>Glacier Point Middle School has qualified for required actions to improve ELA proficiency for Students with Disabilities (SWD). Actions include:</p>	\$67,800.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Teacher collaboration with other sites to develop and implement best practices to support access to the core grade-level curriculum and follow IEP guidance.</li> <li>• Purchase supplemental materials as advised by the SPED department (and confirmed as required to support core) to support student achievement.</li> </ul> <p>El Capitan Middle School has qualified for the required actions to improve ELA proficiency for SWD and EL students. Actions include:</p> <ul style="list-style-type: none"> <li>• Implement extending learning opportunities and small group instruction for SWD with certificated staff (extended day and intercessions)</li> <li>• Professional learning to build administrators' and staff's capacity to support literacy, collaborate in PLCs, and diagnose at-risk ELs and SWD.</li> <li>• Enhance learning for ELs &amp; SWD through a focused collaboration between general education teachers and EL/SWD staff.</li> <li>• Provide presentations, research, and engagement opportunities to engage students.</li> </ul> <p>Hahn Phan Tilley Elementary School has qualified for required actions to improve ELA proficiency for EL students. Actions include:</p> <ul style="list-style-type: none"> <li>• Teaching Fellows to support ELs with push-in academic support</li> <li>• Certificated staff providing small group instruction (Tier 2-3 support)</li> <li>• Expanded learning time for LTELs and ELs not making adequate progress</li> </ul> <p>Harvest Elementary School has qualified for required actions to improve ELA proficiency for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• Encourage teamwork between general and special education teachers, sharing responsibility for planning, delivering, and assessing instruction.</li> <li>• Regularly monitor student performance using diverse assessments to refine teaching strategies and provide tailored support.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>Herndon Barstow Elementary School has qualified for required actions to improve ELA proficiency for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• Facilitate PLC collaboration and release time for general education and special education teachers to ensure all students receive inclusive instruction.</li> <li>• Consistently monitor SWD progress to identify strengths and areas needing improvement.</li> </ul> <p>Madison Elementary School has qualified for required actions to improve ELA proficiency for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• During PLC meetings, use diagnostic assessments to identify strengths and weaknesses, then design personalized learning plans or specialized reading interventions.</li> <li>• Encourage teamwork between general and special education teachers, sharing responsibility for planning, delivering, and assessing instruction.</li> </ul> <p>Roosevelt Elementary School has qualified for required actions to improve ELA proficiency for SWD &amp; EL students. We found a common need between both student groups based on a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Provide professional development for staff to support literacy, collaborate effectively, and identify at-risk EL and SWD students.</li> <li>• Enhance learning for SWD and ELs through focused collaboration during PLCs among EL, general education, and SWD staff, including presentations and engaging activities.</li> </ul> <p>Teague Elementary School has qualified for required actions to improve ELA proficiency for African American (AA) students. Actions include:</p> <ul style="list-style-type: none"> <li>• Integrate literature that reflects the cultural backgrounds and experiences of African American students into the curriculum.</li> <li>• Teach explicit reading comprehension strategies, such as predicting, questioning, summarizing, and making connections.</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
1.13	Math Proficiency (Site Specific)	<p>The California Dashboard helps identify strengths and areas needing improvement in districts, including Central USD. The Mathematics Indicator measures students' proficiency against grade-level standards. Eight Central USD schools have been pinpointed for necessary actions to enhance Mathematics proficiency among student groups identified with low scores on the Dashboard. Specific actions for each site in the 2024-25 school year are detailed below. Please note, that Central Online Home School and CLASS details and actions appear in Goals 4 &amp; 5 as they qualify for Equity Multiplier funding and thus have their own dedicated Goal and actions.</p> <p>Central East High School has qualified for required actions to improve Mathematics proficiency for Students with Disabilities (SWD) and EL students. We found a common need between both student groups based on a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Educators and school staff will participate in professional development and training sessions aimed at integrating critical thinking, problem-solving, and social-emotional learning into their teaching practices.</li> <li>• Allocate PLC time for teachers to engage in data analysis, focusing on enhancing learning results for all students, with particular attention to those who are academically at risk.</li> <li>• Offer academic support and necessary supplies to students, particularly those who are EL or SWD to enhance their academic performance.</li> </ul> <p>Central High School (CHS) has qualified for required actions to improve Mathematics proficiency for All Students, LI, White, and Hispanic students. We found a common need between all of the student groups based on a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Teachers and administrators will attend professional development and training to incorporate critical thinking skills, problem-solving, collaboration, and social-emotional understanding in their lessons.</li> <li>• Provide release time for teachers to allow for data analysis to improve learning outcomes for all students but even more so for academically at-risk or underrepresented students (LI, White &amp; Hispanic).</li> </ul>	\$39,239.45	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Provide materials and resources for teachers and students to fulfill the outcomes designed for this action.</li> <li>• Provide support for students in the form of intervention and supplies to improve academic outcomes (LI, White &amp; Hispanic).</li> </ul> <p>Glacier Point Middle School has qualified for required actions to improve Mathematics proficiency for All Students, African American, SWD, &amp; Hispanic students. We found a common need between all of the student groups based on a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Provide professional development on differentiated instruction techniques to meet the individual needs of students with diverse learning profiles, including those with learning disabilities.</li> <li>• Provide release time to assist teachers in analyzing assessment data by student demographics during PLC time to recognize trends and areas requiring focused assistance.</li> </ul> <p>Rio Vista Middle School has qualified for required actions to improve Mathematics proficiency for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• Provide teachers with training in using assessment strategies to track student progress during PLC meetings, pinpoint learning needs, and guide teaching decisions.</li> <li>• In collaboration with site SPED staff, regular education classroom teachers or SDC teachers will offer guided practice, modeling, and prompts to help students build confidence and independence in solving math problems.</li> </ul> <p>El Capitan Middle School has qualified for the required actions to improve Mathematics proficiency for All Students SWD, Hispanic, and EL students. We found a common need between all of the student groups based on a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Provide scaffolded instruction that gradually reduces support as students develop proficiency in math skills.</li> <li>• Implement extending learning opportunities and small group instruction for SWD and ELs with certificated staff (extended day and intercessions)</li> <li>• Professional learning to build administrators' and staff's capacity to support literacy, and collaborate via PLCs</li> </ul>		



Action #	Title	Description	Total Funds	Contributing
		<p>Herndon Barstow Elementary School has qualified for required actions to improve Mathematics proficiency for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• Professional development or conferences for teachers specific to addressing the mathematical needs of SWD.</li> <li>• Provide release time for general education teachers to collaborate, plan, and reflect with SPED staff during PLC time.</li> </ul> <p>Madison Elementary School has qualified for required actions to improve Mathematics proficiency for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• Extended learning in mathematics to help them make adequate growth to meet or exceed standards.</li> <li>• Professional development in conjunction with materials to support learning opportunities.</li> </ul> <p>Teague Elementary School has qualified for required actions to improve Mathematics proficiency for African American (AA) Students. Actions include:</p> <ul style="list-style-type: none"> <li>• Teacher training to involve AA students in engaging students in hands-on activities, collaborative learning experiences, and meaningful mathematical discussions can improve math proficiency.</li> <li>• Provide opportunities for family involvement, offering parent workshops on supporting math learning at home specifically directed for AA families.</li> </ul>		
<b>1.14</b>	ELPI Indicator Improvement (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The English Learner Progress Indicator (ELPI) gives information on the percentage of current EL students making progress toward English language proficiency or maintaining the highest level. Three school sites in Central USD have been identified for required actions to increase ELPI based on EL student groups qualifying in the red or very low measure on the CA Dashboard. Site-specific actions to meet this need during the 2024-25 school year are noted below.	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Roosevelt Elementary School:</p> <ul style="list-style-type: none"> <li>• Professional Development and Collaboration time</li> </ul> <p>Herndon Barstow Elementary School Actions:</p> <ul style="list-style-type: none"> <li>• Professional Development and Collaboration time</li> </ul> <p>Justin Garza High School Actions:</p> <ul style="list-style-type: none"> <li>• Professional Development and Collaboration time</li> </ul>		
1.15	College Career Indicator (Site Specific)	<p>The California Dashboard helps parents and educators evaluate district and school performance. The College Career Indicator (CCI) indicates the percentage of high school graduates placed in the "Prepared" level. Four Central USD schools require action to improve CCI for student groups in the red or very low category on the Dashboard. Please note that both CLASS &amp; Pershing qualify as Equity Multiplier schools. The goals and actions for these sites will be addressed in the Equity Multiplier goals later in this LCAP. Specific actions for the 2024-25 school year are detailed below.</p> <p>Central East High School has qualified for required actions to improve CCI for SWD and EL students. We found a common need between all of the student groups based on a needs assessment. Actions include:</p> <ul style="list-style-type: none"> <li>• Offer extra counseling resources and related services to involve EL &amp; Students with Disabilities (SWD) in College and Career readiness.</li> <li>• Improve communication between home and school, and increase support and learning opportunities for EL/SWD and their families.</li> </ul> <p>Central High School has qualified for the required actions to improve CCI for SWD. Actions include:</p> <ul style="list-style-type: none"> <li>• Provide additional counseling resources and related services and experiences to engage SWD in College and Career readiness.</li> <li>• Enhance the home-school communication, support, and learning opportunity exposure for SWD and their families.</li> </ul>	\$2,300.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	African American, Homeless, LI Student Success (CCI Indicator)	<p>The California Dashboard helps parents and educators evaluate district and school performance. The College Career Indicator (CCI) indicates the percentage of high school graduates placed in the "Prepared" level. This action will address and support African American, Homeless, and low-income (LI) Student's College and Career Readiness.</p> <p>This action will address the following reds/very low:  LEA Level:  CCI: African American (AA), Homeless &amp; Low Income (LI)</p> <p>To Support College and Career Readiness for African American, Homeless, &amp; LI Students, Central will:</p> <ul style="list-style-type: none"> <li>• Provide a culturally rich learning environment that instills self-confidence, awareness of self, and appreciation for the positive contributions of their culture.</li> <li>• Provide opportunities for all students to feel a sense of belonging to the school community.</li> <li>• Reduce student failure and potential dropouts.</li> <li>• Provide opportunities for students to use their critical thinking skills to solve real community problems.</li> <li>• Conduct workshops on study skills, time management, and stress management.</li> <li>• Provide field trips and enrichment opportunities incorporating all student groups identified in this action with particular attention paid to the rich and empowering history of African and African American contributors to promote personal healing, self, cultural awareness, and a community-building mindset.</li> <li>• Offer specialized career counseling to help students navigate job opportunities and build resumes.</li> </ul> <p>Promote awareness on campus about the challenges faced by AA, low-income, and homeless students to foster empathy and support.</p>	\$8,000.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Central USD needs to continue to increase student engagement/attendance and improve the graduation rates for students. The 2023-24 attendance rate through spring 2023 is 93.5%, with only a slight increase from the previous year's rate. Of additional concern is the chronic absenteeism rate weighing in at 26.9% based on the 2023-24 CA Dashboard (released Fall 2023). With a cohort of 11,498 counted on this Dashboard, 26.9% is about 3,092 students. The high school graduation rate is 87.7%, a slight increase from the previous year, and trailing behind similar school districts in the Central Valley. In pursuit of creating environments conducive to learning, Central USD needs to continue the retention and recruitment of highly effective personnel, increasing the current amount of appropriately credentialed teachers from the current number of 86.7%. Additionally, Central USD will connect students to school and foster student efficacy by providing support for Social-Emotional Learning (SEL) and systems of support for positive behavior choices.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	Data Year: 2023 Data Source: CA Dashboard  All 26.9 % EL 25.2 % FY 27.8% LI 28.6% SWD 36%			Data Year: 2026 Data Source: CA Dashboard  All 19.9 % EL 18.2 % FY 20.8 % LI 21.6 % SWD 29 %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 25.3% AA 31%			White 18.3% AA 24%	
2.2	Graduation Rate	Data Year: 2023 Data Source: CA Dashboard  All 87.7% EL 76.8% FY 57.1% LI 87.1% SWD 69.3%			Data Year: 2026 Data Source: CA Dashboard  All 93.7 % EL 82.8 % FY 63.1 % LI 93.1 % SWD 75.3 %	
2.3	Broad Course of Study	Data Year: 2023-24 Data Source: CA Dashboard-Local Indicator  Standard Met			Data Year: 2026 Data Source: CA Dashboard-Local Indicator  Standard Met	
2.4	Broad Course of Study - Other Outcomes	Data Year: 2023-24 Data Source: Local Data  9.3% 11th & 12th grade students in a Dual Enrollment Course			Data Year: 2026- 27 Data Source: Local Data  15% 11th & 12th grade students in a Dual Enrollment Course	
2.5	Appropriately Assigned and Fully Credentialed Teachers	Data Year: 2023 Data Source: CA Dashboard  86.7% Clear			Data Year: 2026 Data Source: CA Dashboard  95.7% Clear	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Attendance Rate	Data Year: 2023-24 Data Source: Schoolzilla  All: 93.5% EL: 93.6% FY: 94.4% LI: 91.6% SWD: 92.2%			Data Year: 2026-27 Data Source: Schoolzilla  All: 97% EL: 97% FY: 95% LI: 95% SWD: 96%	
2.8	High School Drop Out Rate	Data Year: 2022-23 Data Source: DataQuest  9%			Data Year: 2025-26 Data Source: DataQuest  3%	
2.9	Middle School Drop Out Rate	Data Year: 2023 Data Source: CALPADS Fall 1  1.35%			Data Year: 2026 Data Source: CALPADS Fall 1  0%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic & Career Counseling/Graduation Rate	<p>To support the Graduation Rate, Central will provide the following:</p> <ul style="list-style-type: none"> <li>• Additional counseling staff</li> <li>• Additional counseling hours (to provide after-school and evening hours)</li> <li>• The TCRC will offer language support and engage Family Outreach Liaisons to ensure EL, FY, and LI parents are involved in workshops and training. (extra help, workshop costs)</li> <li>• Interpreters</li> <li>• Family Outreach Liaisons</li> </ul>	\$932,404.78	Yes
2.2	Broad Course of Study with Appropriately Credentialed Teachers	<p>Central USD will provide appropriately credentialed staff and student transportation for basic programs and to meet student needs, reduce class size, add positions to address growth, and provide increased course offerings at secondary based on need (e.g. EL, Foreign Language, etc.) The district will:</p> <ul style="list-style-type: none"> <li>• Partner with outside institutions and colleges to support master's programs in Reading, STEM, and Administration to enhance the skills of our appropriately credentialed staff and ensure the best teaching for our students.</li> <li>• GATE Teacher Certification Program</li> <li>• Offer a broad course of study and provide a variety of programs including Visual and Performing Arts (VAPA) featured as electives in 9-12 grades.</li> </ul>	\$136,672,772.94	No

Action #	Title	Description	Total Funds	Contributing
2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	<p>Central USD students will increase attendance rates by 3% annually, having a positive impact on chronic absenteeism (decreasing 3.5% annually) and improving student engagement.</p> <p>The district will provide support for the social-emotional wellness of students by:</p> <ul style="list-style-type: none"> <li>• Ensuring that there is a framework for students that addresses their social/emotional learning.</li> <li>• Provide staff development and monitoring for SEL curriculum and services.</li> </ul>	\$3,502,432.10	No
2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	<p>Central USD acknowledges the disparities in graduation rates and chronic absenteeism among EL, FY, and LI students compared to their peers. To address this, the district will enhance social-emotional services to improve outcomes and motivation for these students.</p> <ul style="list-style-type: none"> <li>• Supplemental and intensive services, including social/emotional counseling and support from the Support Academic Family Engagement Team (SAFE Team).</li> <li>• Secondary counselors collaborating with intervention staff. (PD and release time)</li> <li>• SEL materials and counseling to promote equity and inclusion for all learners.</li> </ul>	\$5,691,557.02	Yes
2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	<p>Central USD will bolster the PBIS framework by:</p> <ul style="list-style-type: none"> <li>• Implementing practices such as classroom circles/meetings, respect agreements, and Restorative Justice.</li> <li>• Involve intervention staff, psychologists, and certified/classified personnel to offer behavioral counseling to create positive learning environments.</li> <li>• Organizing a collaborative workgroup to utilize Panorama Survey System data to inform Tier 1 strategies for integrating Culture &amp; Climate data within PBIS teams.</li> </ul>	\$2,254,967.24	No



Action #	Title	Description	Total Funds	Contributing
2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	<p>While providing equitable and engaging educational opportunities for all students, Central USD recognizes the disparities in suspension rates among EL, FY, and LI students compared to their peers. Further, local survey data indicates perceptions of campus safety have not increased and for some To tackle these challenges, the district will bolster social-emotional services to enhance outcomes and motivation for these students.</p> <ul style="list-style-type: none"> <li>• Tiered support and interventions, such as 'thinkerys' for reflection and conflict resolution (staffing &amp; supplies)</li> <li>• Additional support personnel like All 4 Youth clinicians and CYS professionals, behavior aides, and intervention counselors</li> <li>• Monitoring by the Supervisor for Campus Culture/Safety to ensure effectiveness</li> <li>• High School and Middle School Student Resource Officers</li> <li>• Behavior Academic Intervention Teams to use screening data to identify and support at-risk students.</li> </ul>	\$8,248,300.86	Yes
2.7	Co-Curricular Activities	<p>Central Unified needs to improve academic achievement for EL, FY, and LI students in both Math and ELA. The district also acknowledges a need for an early introduction to a broad course of study for these students. This early exposure and connectedness to school will ensure EL, FY, and LI students are engaged and excited to pursue their education.</p> <p>To address this, the district will provide co-curricular activities to improve motivation and learning outcomes for EL, FY, and LI students. The district will increase participation in school activities that create students' positive connections to their school, manifest opportunities for early exposure to quality VAPA classes and other means of early exposure to a broad course of study, and foster opportunities for social interaction and emotional expression, which are crucial for overall well-being. Activities are noted below.</p> <ul style="list-style-type: none"> <li>• Science Fair, Sports Programs, Odyssey of the Mind, Peach Blossom Festival, Spelling Bee, Young Author's Fair, Academic</li> </ul>	\$9,855,071.90	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Decathlon, Ujima (materials &amp; supplies, travel, entry fees, registrations)</p> <ul style="list-style-type: none"> <li>• Elementary Band, Music, Art &amp; Choir (11 teachers, materials &amp; supplies)</li> <li>• Middle School Band, Choir, Art, Theater, (11 teachers, materials &amp; supplies)</li> </ul>		
2.8	Chronic Absenteeism (Site Specific)	<p>To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. Chronic Absenteeism indicator (CA) provides the community with information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Five school sites in Central USD have been identified for required actions to decrease CA based on identified student groups qualifying in the red or very high measure on the CA Dashboard.</p> <p>Site-specific actions to decrease CA during the 2024-25 school year are noted below.</p> <p>Liddell Elementary has qualified for a required action addressing chronic absenteeism for both African American students and Students with Disabilities. We found two common needs among these student groups. Actions include:</p> <ul style="list-style-type: none"> <li>• Parent classes and information regarding the importance of attendance and student participation in school.</li> <li>• Increase attendance incentives for students including activities, prizes, and fun events at school to increase attendance.</li> </ul> <p>Harvest Elementary has qualified for a required action addressing chronic absenteeism for white students. Actions include:</p> <ul style="list-style-type: none"> <li>• Parent classes and information regarding the importance of attendance and student participation in school.</li> <li>• One-on-one meetings to determine how the school can help support each family based on their needs.</li> </ul>	\$11,260.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Regular check-ins with these students and their parents to provide support with resources as needed.</li> </ul> <p>River Bluff Elementary has qualified for a required action addressing chronic absenteeism for white students. Actions include:</p> <ul style="list-style-type: none"> <li>• Strengthen communication and collaboration between schools and families. This includes conducting home visits and establishing regular check-ins with parents/guardians.</li> <li>• Workshops or training sessions to help families understand the importance of attendance and provide them with strategies to support their child's attendance.</li> </ul> <p>McKinley Elementary has qualified for a required action addressing chronic absenteeism for both African American students and Students with Disabilities. We found three common needs among these student groups. Actions include:</p> <ul style="list-style-type: none"> <li>• Offer classes and information sessions to emphasize the importance of attendance and student engagement in school.</li> <li>• Conduct personalized meetings with families to identify their needs and tailor school support accordingly.</li> <li>• Implement fun activities, prizes, and events at school to boost student attendance.</li> </ul> <p>Rio Vista has qualified for a required action addressing chronic absenteeism for English Learner students. Actions include:</p> <ul style="list-style-type: none"> <li>• Leveraging multilingual staff to help English learners feel comfortable and supported at school.</li> <li>• Engage families of English learners through culturally sensitive communication, workshops, and events that highlight the importance of school attendance and provide strategies for supporting their child's education.</li> </ul>		
<b>2.9</b>	Graduation Rate (Site Specific)	To assist parents and educators in identifying strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. Graduation Rate provides the community with	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>information about the percentage of students completing high school, which includes students who receive a standard high school diploma. One school site in Central USD has been identified for required actions to increase graduation rates based on identified student groups qualifying in the red or very low measure on the CA Dashboard.</p> <p>Site-specific actions to improve graduation rates during the 2024-25 school year are noted below.</p> <p>Central High East has qualified for a required action addressing the graduation rate for Students with Disabilities(SWD). Actions include:</p> <ul style="list-style-type: none"> <li>• Deploy academic counselors to engage families as partners in the educational process and provide resources and support to help them advocate for their child's needs.</li> <li>• Host workshops for parents of SWD to review college career preparedness, guidelines for college applications, and FAFSA completion.</li> <li>• Leveraging Family Outreach Liaison services to connect with families of SWD to empower families with knowledge and skills can help ensure that students with disabilities receive the support they need to succeed academically and beyond.</li> </ul>		
2.10	Seal of Biliteracy	<p>While providing equitable and engaging educational opportunities for all students, Central USD recognizes graduation rates and college career data for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students in Central USD are lower compared to the overall student population. In addition, there are disparities in chronic absenteeism rates among Foster Youth (FY) and Low-Income (LI) students. To tackle these challenges, the district will intentionally focus on improved connectedness to school for these student groups.</p> <p>by increasing student success in pursuit of the State Seal of Biliteracy (SSB).</p> <ul style="list-style-type: none"> <li>• Parent engagement &amp; education to raise awareness of the SSB pathways and encourage early preparation of students.</li> </ul>	\$1,128,124.28	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Staff professional learning to highlight ways that the SSB can make students' college applications more competitive. (Many colleges and universities value multilingual abilities, and the SSB serves as a formal certification of these skills.)</li> <li>• Facilitate collaboration and extended time between academic counselors, educational partners, &amp; college career staff.</li> </ul>		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

According to the 2023 Red Suspension Dashboard indicator, suspension rates for Foster Youth (FY) and homeless students are higher than the overall student suspension rate. A comprehensive needs assessment emphasizes the necessity of regular meetings between these students and supportive adults to connect them with school and community resources. Foster Youth and homeless students face unique challenges such as instability, trauma, and a lack of familial support, which can negatively impact their academic engagement, social-emotional well-being, and overall educational success. Addressing these issues requires tailored interventions, including counseling services, housing support, and additional academic assistance, to provide these students with the critical resources they need to thrive educationally.

Educational partners have stressed the importance of adults helping to remove barriers for FY and homeless students. Additionally, there are noted deficiencies in chronic absenteeism rates for FY and low-income (LI) students, and improvements are needed in English Language Arts (ELA) and Mathematics for LI students by -31 points, English Learners (EL) by -58.1 points, and FY by -98.8 points. Furthermore, 52.7% of current EL students are making progress toward or maintaining the highest level of English language proficiency. Suspension rates for FY and LI students remain higher than those of other student groups. Local surveys reveal a troubling trend: a 4-point decline in students' perception of a positive school climate and a decreased sense of safety within the school environment. Lastly, interviews, surveys, and input from educational partners indicate that LI, EL, and FY students have struggled to access essential learning technology, as reflected in their CAASPP scores compared to all students.

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of facilities "Good or Exemplary" as evaluated annually by the FIT			Data Source: Facilities Inspection Tool  100% "Good or Exemplary" as evaluated annually by the FIT	
3.2	Access to Standards Aligned Materials	Data Year: 2023 Data Source: CA Dashboard-Local Indicator Report  Standard Met			Data Year: 2026 Data Source: CA Dashboard-Local Indicator Report  Standard Met	
3.3	Parent and Family Engagement Survey	Data Year: 2023 Data Source: CA Dashboard-Local Indicator  Standard Met			Data Year:2026 Data Source: CA Dashboard-Local Indicator  Standard Met	
3.4	Local Survey-Positive Climate	Data Year: 2023 Data Source: Local Survey  Students- 46.5% favorable responses Staff - 56% favorable responses Teachers- 58% favorable responses Family Members- 65% favorable responses			Data Year: 2026 Data Source: Local Survey  Students- 70% favorable responses Staff-63% favorable responses Teachers-63% favorable responses	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Family Members-74% favorable responses	
3.5	Local Survey-School Safety	Data Year: 2023 Data Source: Local Survey  Students- 51% favorable responses Teachers-58% favorable responses Staff-62% favorable responses Family Members- 69% favorable responses			Data Year: 2026 Data Source: Local Survey Students- 58% favorable responses Teachers-67% favorable responses Staff-71% favorable responses Family Members-78% favorable responses	
3.6	Suspension Rate	Data Year: 2023 Data Source: CA Dashboard  All: 5.2 % EL: 3.6 % FY: 23.8 % LI: 5.8 % SWD: 6.3 % AA: 11.3% HO: 12 % White: 4.1%			Data Year: 2026 Data Source: CA Dashboard  All: 2.8 % EL: 1.2 % FY: 21.4 % LI: 3.4 % SWD: 3.9 % AA: 8.9% HO: 9.6% White: 1.7%	
3.7	Expulsion Rate	Data Year 2023			Data Year 2023	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest  0.1%			Data Source: DataQuest  Maintain @ 0.1% or less	
3.8	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs <ul style="list-style-type: none"> <li>EDC 52060(d)(3)(A)</li> </ul>	Data Year 2024 Data Source: CA Dashboard  Standard Met			Data Year 2026 Data Source: CA Dashboard  Standard Met	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Central USD will have 100% of facilities with an overall score of "Good or Exemplary" to meet all program needs including labs, classrooms, libraries, and fields.	\$27,549,379.79	No
3.2	Family Engagement	<p>Central USD will increase family engagement to promote student learning and decrease the suspension rate as reported by the CA Dashboard, by at least 1% annually.</p> <p>Staffing to support student and parent engagement at school:</p> <ul style="list-style-type: none"> <li>• Assistant Superintendent of Student &amp; Family Services</li> <li>• Director for Diversity, Equity &amp; Inclusion</li> <li>• Supervisor, Child Welfare &amp; and Attendance</li> <li>• Parent Involvement Coordinator</li> </ul> <p>Provide culturally responsive training for staff and community workshops based on parent needs/interests to support school engagement.</p>	\$509,676.74	No
3.3	Family Outreach Liaisons	<p>To support community engagement, Central will provide the following support:</p> <ul style="list-style-type: none"> <li>• Family Outreach Liaisons (Staffing &amp; Extra Help)</li> <li>• Consultants, Contracts, Classes/Workshops for Staff &amp; Community</li> </ul>	\$1,611,288.37	Yes
3.4	Access to Technology	<p>To support access to technology, Central will provide the following support:</p> <ul style="list-style-type: none"> <li>• Access to digital academic resources and technology (Chromebooks, hotspots, licenses and software)</li> </ul>	\$4,334,066.76	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Staff, (instructional support coach, a Director of Instructional Technology, classified tech aides)</li> </ul>		
3.5	Differentiated Assistance Suspension Rate Decrease for FY & Homeless	<p>This action will address the following reds/very low: LEA Level: Suspension: FY &amp; Homeless</p> <p>Central will provide:</p> <ul style="list-style-type: none"> <li>Personnel</li> <li>Training</li> <li>Materials to support FY and Homeless students.</li> </ul> <p>DA Qualifying Groups: SWD, FY, HO ELA: EL, SWD (Addressed in Goal 1 Action 11) Math: EL, SWD (Addressed in Goal 1 Action 11) Suspension: FY, HO CCI: HO, SWD (Addressed in Goal 1 Action 11)</p> <p>Central USD will collaborate with the Fresno County Superintendent of Schools (FCSS) to analyze dashboard and local data to understand the potential root causes contributing to high suspension rates for Foster Youth (FY) and Homeless students. The district will study site-based systems through a continuous improvement cycle and implement changes that improve student outcomes. This process will include community partners in a needs assessment and implement improvement efforts designed to support positive student outcomes. This work includes administrators (site and district) psychologists, teachers, counselors, psychologists from the sites, and county-level experts.</p>	\$522,277.22	Yes
3.6	Suspension Rate (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The Suspension Rate Indicator provides information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school	\$4,700.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>year. Four school sites in Central USD have been identified for required actions to decrease the suspension rate based on identified student groups qualifying in the red or very high measure on the CA Dashboard. Site-specific actions to decrease CA during the 2024-25 school year are noted below.</p> <p>Houghton-Kearney Elementary has qualified for the required action(s) addressing the suspension rate for white students. Actions include:</p> <ul style="list-style-type: none"> <li>• Implement PBIS by establishing clear behavioral standards and consistently rewarding positive behavior to prevent minor issues from escalating into suspensions.</li> <li>• Training in restorative practices, emphasizing accountability, empathy, and collaborative problem-solving to repair harm and rebuild connections instead of resorting to punitive measures.</li> </ul> <p>Roosevelt Elementary has qualified for the required action(s) addressing the suspension rate for white students. Actions include:</p> <ul style="list-style-type: none"> <li>• Implement PBIS by establishing clear behavioral standards and consistently rewarding positive behavior to prevent minor issues from escalating into suspensions.</li> <li>• Training in restorative practices, emphasizing accountability, empathy, and collaborative problem-solving to repair harm and rebuild connections instead of resorting to punitive measures.</li> </ul> <p>El Capitan Middle School has qualified for the required action(s) to address the suspension rate for all students, African American (AA), and white students. The Action includes:</p> <ul style="list-style-type: none"> <li>• El Capitan will utilize staff to support the attendance and behavior of all student groups, African-American and white students.</li> <li>• Support staff will assist students with self-reflection, building action plans, and repairing connections and relationships to increase engagement and improve time in class with highly qualified teachers.</li> <li>• To reduce suspension rates among African American middle school students, implement culturally responsive disciplinary practices that prioritize relationship-building, restorative justice</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
		<p>approaches, and proactive interventions tailored to address the root causes of behavioral issues.</p> <p>Rio Vista Middle School has qualified for the required action(s) to address the suspension rate of African American (AA) students. The Action includes:</p> <ul style="list-style-type: none"> <li>To decrease suspension rates for African American middle school students, adopt disciplinary strategies rooted in cultural responsiveness, emphasizing relationship-building, restorative justice methods, and proactive interventions targeting the underlying causes of behavioral challenges.</li> </ul>		

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

CLASS is identified as eligible for Equity Multiplier funding for the 24-25 school year. The LCFF Equity Multiplier (EM) is a new funding program commencing with the 23-24 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their nonstability rate and percentage of low-income students. Based on the Dashboard indicators for ELA, Math, and CCI, the district teamed with site leadership and educational partners to dig deeper into assessment data to pursue the root causes for low performance. Based on the needs analysis and collaboration with educational partners the district and CLASS determined an urgent need to improve the CCI, ELA, and Math academic performance indicators of all students including low-income (LI), and Hispanic students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELA Performance Indicator	<p>Data Year: 2023</p> <p>Data Source: Dashboard</p> <p>All Students: 75.4 points below standard</p> <p>LI: 79 points below standard</p>			<p>Data Year: 2026-27</p> <p>Data Source: Dashboard</p> <p>All Students: 69.4 points below standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 74 points below standard			LI: 70 points below standard Hispanic: 65 points below standard	
4.2	Math Performance Indicator	Data Year: 2023-24 Data Source: Dashboard  All Students: 174.6 LI: 176.4 points below standard Hispanic: 167.5 points below standard			Data Year: 2026-27 Data Source: Dashboard  All Students: 171.4 points below standard LI: 167.4 points below standard Hispanic: 158.5 points below standard	
4.3	CCI	Data Year: 2023 Data Source: Dashboard  All Students: 1.7% LI: 1.8% Hispanic: 1.2%			Data Year: 2026-27 Data Source: Dashboard  All Students: 9.2% LI: 9.8% Hispanic: 9.2%	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Intervention- ELA & Math Proficiency	CLASS is committed to academic achievement for all students, including those who are struggling academically, especially LI and Hispanic students who need addition support. Based on the 2023 Dashboard all students, LI, and Hispanic students were red in both ELA and Math.. When we examined the root causes of low performance in ELA & Math for all students, LI, and Hispanic students, we found a common need among these student groups. There was a common need for targeted academic intervention to address learning and instructional gaps, ensuring all students, low-income (LI), and Hispanic students receive support to enhance their understanding and mastery of grade-level content and standards. By providing specialized assistance, we believe we will strengthen the overall academic performance and equity within ELA and math education at CLASS.	\$127,036.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>We will provide: Academic intervention specialist to support the learning and instructional “gaps” to strengthen the depth and breadth of grade-level content and standards for all students, LI, and Hispanic students.</p>		
4.2	College Career Teacher-Librar Media Technician	<p>College and career teacher to provide continuous information, guidance, and support for all students LI &amp; Hispanic students and families to increasingly create more interest for our students in identifying and committing to college and/or career pathways before graduation. College and career teachers to provide continuous information, guidance, and support for all students LI &amp; Hispanic students and families to increasingly create more interest for our students in identifying and committing to college and/or career pathways before graduation. Library Media Technician to support the literacy, reading, and writing development of our students, and provide a literacy-rich learning environment and learning-centered culture in the library.</p>	\$146,580.00	No
4.3	Dual Enrollment	<p>This action will address the very low performance (red) of all students, low-income and Hispanic students, in college and career readiness and increase graduation rates for low-income students (red) who need additional support to graduate on time.</p> <p>When we examined the root causes of low graduation rate and college career readiness for all students, low-income, and Hispanic students, we found a common need among these student groups. We found that professional development for teachers focusing on college awareness, along with dedicated summer conferences and collaboration time, will enhance our teachers' ability to guide online students effectively toward college and career readiness. This continuous professional growth will ensure teachers are well-equipped to integrate college preparedness into their curriculum, offering students a well-rounded educational experience.</p> <p>Develop a viable and effective program for our students to have access to dual enrollment classes and programs to enhance their career interests and exploration while improving the CCI and graduation rate for CLASS.</p>	\$124,271.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Release time/substitutes</li> <li>• Professional Development</li> <li>• Planning/Collaboration time</li> </ul>		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	By spring 2027, Central Online Home School will have a yearly improvement of Math proficiency by at least 3 points below standard for all students, with a focus on LI, and Hispanic backgrounds, as assessed by CAASPP tests. COHS plans to annually increase the proportion of all high school graduates classified as "Prepared" on the College/Career Indicator by at least 3%, as reported on the CA Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

COHS is identified as eligible for Equity Multiplier funding for the 24-25 school year. The LCFF Equity Multiplier (EM) is a new funding program commencing with the 23-24 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their nonstability rate and percentage of low-income students. Based on the Dashboard indicator for Math and CCI, the district teamed with site leadership and educational partners to take a closer look into assessment data to pursue the root causes for low performance. Based on the needs analysis and collaboration with educational partners the district and CLASS determined an urgent need to close achievement gaps, COHS will implement actions to improve math academic performance for all students including, low-income (LI), and Hispanic students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Math Performance Indicator	Data Year: 2023 Data Source: CA Dashboard  All: 134.1 points below standard LI: 131.1 points below standard			Data Year: 2026-27 Data Source: CA Dashboard  All: 125.1 points below standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 167.5 points below standard  *Less than 11 students - data not displayed for privacy			LI: 122.1 points below standard Hispanic: 158.5.5 points below standard	
5.2	CCI	Data Year: 2023 Data Source: CA Dashboard  All: 3.1% *Less than 11 students - data not displayed for privacy			Data Year: 2026-27 Data Source: CA Dashboard  All: 21.1%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development & Collaboration- Math	<p>Professional Development for Teachers (Math Practices)</p> <ul style="list-style-type: none"> <li>• Summer Conferences</li> <li>• Collaboration &amp; planning time (summer)</li> <li>• Collaboration &amp; planning time-Release time during the school year</li> <li>• Contracts for Consultants (STEM, CGI, DMTI)</li> </ul>	\$52,219.00	No
5.2	Extended Day Services-Math	<p>When we examined the root causes of Math for all students, SED and Hispanic students, we found a common need among these student groups. The common need revolves around targeted academic support that addresses both content comprehension and the development of foundational math skills.</p> <p>To address this need, we will provide extended day certificated extra help-small group targeted instruction.</p>	\$25,704.00	No
5.3	Professional Development & Collaboration- CCI	<p>This action will address the very low performance (very low) of the all-student group in college and career readiness. We examined the root causes of the low performance and found that professional development for teachers focusing on college awareness, along with dedicated summer conferences and collaboration time, will enhance our teachers' ability to guide online students effectively toward college and career readiness. This continuous professional growth will ensure teachers are well-equipped to integrate college preparedness into their curriculum, offering students a well-rounded educational experience.</p> <p>Professional Development for Teachers (College Awareness)</p> <ul style="list-style-type: none"> <li>• Summer Conferences</li> <li>• Collaboration &amp; planning time (summer)</li> <li>• Collaboration &amp; planning time-Release time during the school year</li> </ul>	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Extended Day Services-CCI	Extended day to meet with students to analyze graduation status and create graduation profile/college career planning.	\$25,704.00	No
5.5	CTE/Dual Enrollment	Develop and expand CTE pathway offerings and dual enrollment opportunities. <ul style="list-style-type: none"> <li>• Release/planning time</li> <li>• Materials &amp; supplies</li> <li>• Curriculum</li> </ul>	\$152,112.00	No
5.6	College & Career Awareness	College awareness tours with staff, students, & parents. (Transportation, registration fees, supplies, & planning time for staff)	\$52,219.00	No
5.7	Family Outreach Liaison	Part time Long Term Substitute to support families and ensure effective two way communication.	\$57,823.00	No
5.8	Techonolgy	Student devices to allow students to be innovative and engaged in learning (iPads)	\$25,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
6	By spring 2027, Pathway Community Day School will increase Math & ELA proficiency by 3% annually for all students, as measured by CAASPP tests.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Pathway CDS is identified as eligible for Equity Multiplier funding for the 24-25 school year. The LCFF Equity Multiplier (EM) is a new funding program commencing with the 23-24 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their nonstability rate and percentage of low-income students. Based on the ELA and Math performance on CAASPP, the district teamed with site leadership and educational partners to analyze assessment data in pursuit of the root causes for low performance. At the time of Dashboard reporting, Pathway CDS had an enrollment of 10 students, with a LI% of 90%, EL status of 10%, and 50% Foster Youth. Based on the analysis referenced above, educational partner input noting low achievement for students in math and ELA, Pathway CDS will implement actions below to improve ELA and Math performance for all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA Indicator	Data Year: 2023 Data Source: Schoolzilla  <ul style="list-style-type: none"> <li>116.3 average distance from the minimum level 3 cut point for students who took the Smarter</li> </ul>			Data Year: 2026-27 Data Source: Schoolzilla  <ul style="list-style-type: none"> <li>107.3 average distance from the minimum level 3 cut point for students</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Balanced ELA Assessment			who took the Smarter Balanced ELA Assessment	
6.2	Math Indicator	Data Year: 2023 Data Source: Schoolzilla <ul style="list-style-type: none"> <li>• 197.6 average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment</li> </ul>			Data Year: 2026-27 Data Source: Schoolzilla <ul style="list-style-type: none"> <li>• 188.6-average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment</li> </ul>	

## Goal Analysis [2023-24]

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

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

Not Applicable.



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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	SEL/Behavior Support	Teacher extra help-pull out SEL lessons for students in order to create relationships/connections improve attendance and reduce suspensions.	\$27,596.00	No
6.2	College Career/Graduation	Monthly field trips to college and trade schools	\$14,404.00	No
6.3	Professional Development	Teachers to attend CCEA/conferences & model school visits	\$8,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
7	By spring 2027, Pathway Elementary School will increase Math & ELA proficiency by 3% annually for all students, as measured by CAASPP tests.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Pathway Elementary is identified as eligible for Equity Multiplier funding for the 24-25 school year. The LCFF Equity Multiplier (EM) is a new funding program commencing with the 23-24 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their nonstability rate and percentage of low-income students. Based on the ELA and Math performance on CAASPP, the district teamed with site leadership and educational partners to implement a comprehensive needs analysis of community input and assessment data to pursue the root causes for low performance. At the time of Dashboard reporting, Pathway Elementary had no enrollment or demographic data represented on the Dashboard. Based on the needs analysis, and educational partner input, Pathway CDS will implement the strategies below to improve ELA and Math performance for all students enrolled during the regular school year (SY).

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	ELA Performance	2023-24 SY-as students enroll, academic goals will be set to attain grade-level proficiency in ELA			2026-27 SY-as students enroll, academic goals will be set to attain grade-level proficiency in ELA	
7.2	Math Performance	2023-24 SY-as students enroll, academic goals will be set to attain grade-level proficiency in Math			2026-27 SY-as students enroll, academic goals will be set to attain grade-level proficiency in Math	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
7.1	SEL/Behavior Support	Teacher extra help-pull out SEL lessons for students in order to create relationships/connections improve attendance and reduce suspensions.	\$27,596.00	No
7.2	Professional Development	Teacher & paraprofessional to Learning and the Brain Conference	\$4,300.00	No
7.3	Engagement Activities	Materials & supplies to provide structured learning activities during recess.	\$18,104.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Pershing Continuation High School is identified as eligible for Equity Multiplier funding for the 24-25 school year. The LCFF Equity Multiplier (EM) is a new funding program commencing with the 23-24 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their nonstability rate and percentage of low-income students. Based on the Dashboard indicator for Suspension Rate and CCI, the district teamed with site leadership and educational partners to look more closely into assessment data and examined community partner input to pursue the root causes for low performance and high suspension rates. As a result of these conversations and analysis, Pershing will implement the actions below to improve CCI preparedness for all students, with an intense focus on all students including, LI, African American, and Hispanic students. Pershing will also decrease suspension rates for all Pershing students with a special focus on all students including, LI, African American, and Hispanic students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Supsension Rate	Data Year: 2023 Data Source: CA Dashboard  All: 31.5% LI: 33.1% AA: 32.8% Hispanic: 31.7%			Data Year: 2026-27 Data Source: CA Dashboard  All: 22.5% LI: 24.1% AA: 23.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Less than 11 students - data not displayed for privacy			Hispanic: 22.7.7%	
8.2	CCI	Data Year: 2023 Data Source: CA Dashboard  All: 1.6% LI: * Hispanic: *  *Less than 11 students - data not displayed for privacy			Data Year: 2026-27 Data Source: CA Dashboard  All: 10.6%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Classified Support	<p>This action will address the high levels of suspensions for (red) of all students, low-income, African American, and Hispanic students.</p> <p>When we examined the root causes of the high levels of suspensions for (red) of all students, low-income, African American, and Hispanic students and found a common need among these student groups. Upon examining the root causes of the high suspension rates among all students, particularly low-income, African American, and Hispanic students, we identified a common need for more supportive and proactive disciplinary measures. The introduction of a Student Liaison to provide a proactive response to discipline will help address this need by offering timely interventions and support, ultimately reducing the suspension rates and fostering a more inclusive and equitable school environment.</p> <p>Student Liaison to provide proactive response to discipline, in order to reduce suspension rate</p>	\$66,260.00	No
8.2	Certificated Extra Support	<p>This action will address the very low performance (red) of all students, low-income and Hispanic students, in college and career readiness.</p> <p>When we examined the root causes of the low college career readiness for all students, low-income, and Hispanic students, we found a common need among these student groups. We found that there was a need for personalized academic guidance and support, which we believe will enhance the identified student groups in being successful in college-level courses. By providing additional structured opportunities for students (all students, LI, and Hispanic) to gain college credits and experience, it will facilitate a smoother transition to post-secondary education and increase their college and career readiness.</p>	\$124,262.00	No

Action #	Title	Description	Total Funds	Contributing
		We will provide: Additional Hours for teacher to support Dual Enrollment Students with FCC- Add DE pathway at COHS		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$57326684	\$6,819,693

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.755%	7.297%	\$12,057,350.15	41.052%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Literacy Rich Schools</p> <p><b>Need:</b> Central USD's CAASPP English Language Arts (ELA) performance indicators demonstrate a need for improvement in language arts. Low-income (LI) students scored 31 points below standard, English Learner (EL) students scored 58.1 points</p>	<p>To ensure Literacy Rich Schools Improve ELA, Math &amp; CAST Score Central will provide the following:</p> <ul style="list-style-type: none"> <li>• Access to literacy-rich libraries and support staff</li> <li>• Secondary school teacher-librarians</li> <li>• Media Techs</li> <li>• E-books and digital resources in various languages</li> <li>• Materials, Books, and online subscriptions</li> </ul>	<p>ELA Indicators CA Dashboard (all students, EL, FY, LI) ELPI (EL), Educational Partner Input</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>below standards, and Foster Youth (FY) scored 98.8 points below standard, which were all below the performance of the all-student group at 23.4 points below standard. Only 52.7% of EL students are progressing towards English language proficiency or maintaining the highest level. After reviewing the needs assessment, one of the primary reasons for students' academic struggles was the challenge of accessing library services outside regular school hours. The district noted that the district's size and layout (comprising both rural and urban areas), as well as limited public transportation, contributed to this issue. Feedback from educational partners supported this observation.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To tackle the need for increased library service access, the focus will be on enhancing access to literacy-rich libraries and supporting staff to ensure availability for EL, LI, and FY academic performance. To ensure equitable access to library services and literacy-rich environments for these student groups, Central USD will systematically enhance its library system to close the achievement gaps identified in ELA. The district will assist secondary school teacher-librarians in developing research skills using e-books and digital resources in various languages. Additionally, to broaden access to library services and public resources at school sites by extending access to materials, books, and online subscriptions, the district will continue to build partnerships with the county library to promote literacy in the community and provide additional literacy opportunities and language development tools for EL, LI, and FY subgroups.</p> <p>Access to libraries enhances academic achievement by offering resources such as books, computers, and educational programs that support learning, research, and skill development, thereby aiding students in their academic success. We anticipate that ELA achievement data, as measured by local assessments and CAASPP for EL, LI, and FY students, will improve as these services are tailored to meet the literacy needs associated with these student groups. Since we expect that all students requiring extra support in ELA will benefit, this action is implemented district-wide.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>1.4</b></p>	<p><b>Action:</b> Multi-Tiered System of Support-Academic Tier 2-3</p> <p><b>Need:</b> Central USD's CAASPP ELA and Math performance indicates improvement is necessary, particularly in language arts and mathematics for low-income EL students and Foster Youth in ELA Math compared to the all-student group.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• Low-income (LI) students scored 31 points below standard</li> <li>• EL students scored 58.1 points below standard</li> <li>• Foster Youth (FY) scored 98.8 points below standard</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• Low-income (LI) students scored 71.3 points below standard</li> <li>• EL students scored 85.6 points below standards</li> <li>• Foster Youth (FY) scored 136.4 points below standard</li> </ul> <p>A needs assessment identified these student groups require increased Just-in-Time Teaching and customized learning to enable differentiated instruction and individualized interventions, based on formative student performance data, CA Dashboard data, and</p>	<p>Central will provide the following Multi-Tiered System of Support-Academic Tier 2-3:</p> <ul style="list-style-type: none"> <li>• Intervention</li> <li>• High Dose Tutoring</li> <li>• Reading Lab Teachers</li> <li>• Extended-day learning (ELO-P)</li> <li>• Paraprofessionals (Biola, Hahn Phan Tilley, Madison, Teague, Roosevelt, Steinbeck &amp; McKinley)</li> <li>• Intercession and Summer School</li> <li>• Summer School Teacher to Support ELs</li> <li>• PLC with a focus on services for the Homeless EL, LI, and FY students</li> <li>• Vice principals and support staff will be deployed to provide targeted services</li> <li>• Intervention teachers</li> </ul> <p>Additional services aim to provide more instructional time, personalized support, and necessary scaffolding. This includes support time in classrooms, tier 2 intervention services, extra time in the summer, and intercession for the Homeless EL, LI, and FY students to receive additional support. Support staff will collaborate with instructional support coaches for differentiated instruction and targeted strategies to support the unique needs of the identified students. Staff will also receive support in diagnostic testing, data analysis, and effective intervention strategies.</p> <p>Schools identified as Tier 1 and Tier 2 based on unduplicated pupil percentages will receive additional paraprofessional support, determined through academic data analysis. Each elementary</p>	<p>ELA &amp; Math Indicators CA Dashboard (All Students, Homeless EL, FY, and LI), Educational Partner Input</p>

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	<p>feedback from educational partners.</p> <p><b>Scope:</b> LEA-wide</p>	<p>focus school will allocate added paraprofessional support to one focus grade level based on performance data. Customized services for the HomelessEL, LI, and FY students may include short-term instruction addressing specific needs during small group or one-on-one sessions, with consultation with parents and staff.</p> <p>The focus on the Homeless EL, LI, and FY students aims to close the achievement gap through intensive problem-solving, data evaluation, communication, collaboration, capacity building, and leadership support at Tier 1 &amp; 2 school sites. Additional positions like vice principals and support staff will be deployed to provide targeted services. These efforts ensure a clearly articulated MTSS system of support focusing on academic interventions, standards mastery, and improving student outcomes.</p> <p>Intersession is offered during Winter &amp; Spring break. The services focus on credit retrieval for the Homeless EL, LI &amp; FY, and ELD support for those ELs not making progress. Summer School targets students who are academically at risk with priority status and enrollment for the HomelessEL, LI, and FY. Summer school is a full day with transportation provided. Services have been expanded to 5 weeks. These initiatives both offer educational assistance, narrowing performance disparities in CAASPP English Language Arts and Mathematics assessments. Oversight from the district will guarantee that resources are allocated to benefit the Homeless, English Learners, Foster Youth, and Low-Income students who have unfinished</p>	

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		<p>learning needs.</p> <p>Reading lab teachers provide language/vocabulary support, and instructional assistants provide curriculum and instruction tailored to the Homeless, FY, LI, and EL students. Directly providing resources to sites facilitates customization of academic support, reducing overall performance gaps in CAASPP ELA and Math. District monitoring will ensure funds serve the Homeless, EL, FY, and LI students with incomplete learning. Recent studies of high-dose tutoring programs show clear, positive results, particularly for the lowest-achieving students. Successful tutoring programs share some key commonalities, which likely lead to their strong results such as daily instruction and consistency.</p> <p>Based on past work, Central USD is certain that effective PLCs will provide a structured systematic method of allowing collaboration specific to the Homeless, EL, FY, and LI students. Research analysis indicates that PLCs offer several benefits for the Homeless, English learners, foster youth, and low-income students including collaborative support, focused professional development, data-driven decision-making, culturally responsive teaching, increased teacher efficacy, focus on equity, and resource sharing. The collaborative nature of PLCs contributes to a positive school culture, which can create a more supportive environment for all students, particularly those from challenging backgrounds. By leveraging these benefits, Central's PLCs can significantly impact the academic and social success of</p>	

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		<p>Homeless, English learners, foster youth, and low-income students.</p> <p>Numerous studies have demonstrated the effectiveness of academic interventions in improving student learning outcomes across various subjects and student populations. Because we expect all students struggling academically will benefit, the site allocations are provided on a district-wide basis. Site-specific services identified for Tier 1 and Tier 2 schools noted above will be provided exclusively to those mentioned sites and will be spent specifically to ensure academic support as detailed above. We expect this action to continue to increase ELA and Math CAASPP and local assessment scores for the Homeless, ELs, LI, and FY.</p>	
<p><b>1.6</b></p>	<p><b>Action:</b> Professional Development &amp; Instructional Support Coaches</p> <p><b>Need:</b> Central USD's CAASPP ELA and Math performance indicates improvement is necessary, particularly in language arts and mathematics for low-income EL students and Foster Youth in ELA Math compared to the all-student group.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• Low-income (LI) students scored 31 points below standard</li> <li>• EL students scored 58.1 points below standard</li> </ul>	<p>Central Unified will provide professional learning for teachers and staff specific to the needs of LI, FY, and EL students: training will include:</p> <ul style="list-style-type: none"> <li>• Cultural Competence: Understanding and respecting diverse backgrounds.</li> <li>• Trauma-Informed Practices: Creating a safe environment for healing and learning.</li> <li>• Language Acquisition: Effective strategies for English learners including scaffolds in content area instruction.</li> <li>• Socioeconomic Support: Addressing challenges like food insecurity and housing instability.</li> </ul>	<p>ELA &amp; Math Indicators CA Dashboard (All Students, EL, FY, and LI), Educational Partner Input</p>

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	<ul style="list-style-type: none"> <li>Foster Youth (FY) scored 98.8 points below standard</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Low-income (LI) students scored 71.3 points below standard</li> <li>EL students scored 85.6 points below standards</li> <li>Foster Youth (FY) scored 136.4 points below standard</li> </ul> <p>A needs assessment identified these student groups require increased Just-in-Time Teaching and customized learning to enable differentiated instruction and individualized interventions, based on formative student performance data, CA Dashboard data, and feedback from educational partners.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Collaboration and Advocacy: Working with community resources and advocating for students.</li> <li>Differentiated Instruction: Tailored teaching to meet diverse learning needs.</li> <li>Continuous Professional Development: Ongoing training and learning opportunities that have a high impact on LI, FY, &amp; EL students.</li> <li>Culturally Relevant Pedagogy: Incorporating students' cultural backgrounds in teaching.</li> <li>Data-Informed Decision Making: Using data to guide instructional strategies.</li> <li>Building Positive Relationships: Fostering trust and communication with students and families.</li> </ul> <p>These points can help educators better support and empower LI, FY, and EL students in their classrooms. Since we expect that all students requiring extra support in ELA &amp; Math will benefit, this action is implemented district-wide.</p>	
1.7	<p><b>Action:</b> Instructional Supplemental Support for Sites</p> <p><b>Need:</b> 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 compared to other student groups. Feedback from parents and staff indicates a desire to</p>	<p>Central will provide supplemental resources aligned to EL, FY, and LI students' individual needs for each school site. Based on a local needs assessment, Central created a list of approved services to ensure expenditures align with the needs identified during a root causes analysis and are designed to meet the needs most associated with EL, FY, and LI students.</p> <ul style="list-style-type: none"> <li>Supplementary instructional materials for literacy and numeracy, ELD, interventions</li> </ul>	<p>ELA &amp; Math Indicators CA Dashboard (All Students, EL, FY, LI), Educational Partner Feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>offer more individualized supplemental resources and interventions at the school sites for FY, LI, and EL students.</p> <ul style="list-style-type: none"> <li>• ELA: Low-income (LI) students scored 31 points below standard, EL students scored 58.1 points below standards, and Foster Youth (FY) scored 98.8 points below standard.</li> <li>• Math: LI students scored 71.3 points below standard, EL students scored 85.6 points below standard, and FY scored 136.4 points below standard.</li> </ul> <p>An assessment identified that English Learners (EL), Foster Youth (FY), and Low-Income (LI) students have various unique needs and situations. To best support these students, it is important to offer differentiated services on each school campus, taking advantage of their comfort and positive relationships with adult staff members</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Technology hardware and software to support student access to supplementary materials and improved services</li> <li>• Secondary credit retrieval, additional academic counseling, expanded career counseling, or college readiness</li> <li>• Funding for creating welcoming school environments (PBIS Supports and Incentives, Parent Engagement, Community Celebrations, Multicultural Awareness)</li> <li>• Funding educational enrichment trips/science experience</li> <li>• Supplemental Materials and Supplies</li> </ul> <p>These initiatives are tailored to meet the unique needs of EL, FY, and LI students by providing targeted instructional materials and interventions for literacy, numeracy, and English Language Development (ELD). Technology hardware and software enhance access to these materials and services, while additional counseling and career readiness programs address academic and future planning needs. Funding for welcoming school environments, educational enrichment trips, and supplemental materials fosters a supportive and inclusive atmosphere, promoting engagement and multicultural awareness.</p> <p>Funding allocation in Central USD will be tailored to each school's unique needs for FY, LI, and EL students. Expenditures will be based on site plans and consensus from school site councils/leadership teams. Expenditures will target closing learning gaps, focusing on supplementary</p>	

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		<p>materials, interventions, and technology. Secondary sites will also support credit retrieval, academic and career counseling, and college readiness. Additionally, funding will be set aside for creating welcoming environments and educational enrichment trips. Monitoring will ensure expenditures align with student needs and funding requirements.</p> <p>Site Area Administrators will work closely with the district to manage all actions and expenditures, ensuring resources are used effectively and staff members are actively addressing the learning gaps of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students at their schools. This collaboration is essential for ensuring accountability, maximizing impact, and promoting equitable opportunities for these student groups. These services and supports are designed to enhance academic support tailored to the needs of EL, FY, and LI students. All expenditures are guided by district and site needs assessments that focus on the specific needs of these students.</p> <p>This action is designed to meet the needs most associated with EL, LI, and FY students. However, because site-based decision-making allows schools to address their unique needs and challenges by making decisions locally, which can lead to more effective and targeted interventions for all students, we expect that all students struggling academically will benefit, making this action beneficial on a district-wide basis.</p>	



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<p><b>2.1</b></p>	<p><b>Action:</b> Academic &amp; Career Counseling/Graduation Rate</p> <p><b>Need:</b> Central USD's graduation rates for Foster Youth (FY) and English Learners (EL) are lower than those for all students. Disparities are also noted in preparedness for college and career, with a significant gap between all students (27%) and EL (5.8%), socially and economically disadvantaged (24%), and FY (0%). To address this, the district plans to increase access to college and career counseling, support with planning, and parent education.</p> <ul style="list-style-type: none"> <li>Central USD's graduation rate for Foster Youth (FY) and English Learners (EL) is lower than that achieved by all students.</li> <li>The College Career Indicator (CCI) noted in Goal 1 metrics also noted a gap in preparedness for all students (27%) vs the preparedness for EL (5.8%), socially and economically disadvantaged (also known as low-income or 'LI') students (24%) and FY (0%).</li> </ul> <p>Based on a needs assessment, the district will enhance academic and career counseling support across high schools and broaden services offered through the Teague Community Resource Center (TCRC). Staff is</p>	<p>To support the Graduation Rate, Central will provide the following:</p> <ul style="list-style-type: none"> <li>Additional counseling staff</li> <li>Additional counseling hours (to provide after-school and evening hours)</li> <li>The TCRC will offer language support and engage Family Outreach Liaisons to ensure EL, FY, and LI parents are involved in workshops and training. (extra help, workshop costs)</li> <li>Interpreters</li> <li>Family Outreach Liaisons</li> </ul> <p>To achieve these goals, the district will enhance academic and career counseling support across high schools and expand services through the Teague Community Resource Center (TCRC). Academic and college counseling staff will guide EL, FY, and LI students through career, academic, and social/emotional development. Additionally, technology access, career counseling, FAFSA assistance, and college application training will be provided. The TCRC will offer language support and engage Family Outreach Liaisons to ensure EL, FY, and LI parents are involved in workshops and training. These efforts aim to increase graduation rates and college/career readiness, benefiting struggling students district-wide.</p> <p>Counseling support helps students develop the skills and knowledge needed to succeed in both college and career settings. By providing information about college admission requirements, career pathways, and opportunities for further</p>	<p>CA Dashboard Graduation Rate &amp; CCI (All Students, EL, FY, and LI), Educational Partner Input</p>

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	<p>needed to provide English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, addressing their needs in academic, career, and socio-emotional development. Moreover, the TCRC will extend language assistance and engage Family Outreach Liaisons to ensure the active participation of EL, FY, and LI parents in workshops and training sessions. These initiatives aim to bolster graduation rates and enhance college and career readiness, benefitting struggling students throughout the district.</p> <p><b>Scope:</b> LEA-wide</p>	<p>education or training, counseling support prepares students for future success. This action targets the needs of EL, FY, and LI students and families but is provided district-wide to benefit all academically struggling students. With increased counseling staff and services, the district expects improved graduation rates and college/career readiness, as measured by the CA Dashboard, over the next three years.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3</p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• Graduation rate and college career data for EL, FY, &amp; LI students lag in comparison to all students in Central USD</li> <li>• Gaps in chronic absenteeism rates for FY and LI students</li> </ul> <p>Based on the needs assessment to address the persistent challenges of chronic absenteeism and low graduation rates among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, the district recognizes the need for targeted interventions</p>	<p>Central USD acknowledges the disparities in graduation rates and chronic absenteeism among EL, FY, and LI students compared to their peers. To address this, the district will enhance social-emotional services to improve outcomes and motivation for these students.</p> <p>Each of these initiatives contributes to supporting graduation rates and reducing chronic absenteeism for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students:</p> <p>Supplemental and intensive services: By providing social/emotional counseling and support from the Support Academic Family Engagement Team (SAFE Team), students receive targeted assistance to overcome barriers to academic success. Addressing socio-emotional needs can improve student engagement, attendance, and</p>	<p>Graduation Rate, Chronic Absenteeism Rate (All Students, EL, FY, and LI)</p>

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	<p>and support systems. By implementing supplemental and intensive services, including social/emotional counseling and assistance from the Support Academic Family Engagement Team (SAFE Team), we aim to provide personalized support to address barriers to attendance and academic success. Collaboration between secondary counselors and intervention staff will ensure timely identification and intervention for at-risk students. At the same time, providing Social and Emotional Learning (SEL) materials and counseling will foster a supportive and inclusive school environment, ultimately improving graduation rates and reducing chronic absenteeism for EL, FY, and LI students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>overall well-being, leading to higher graduation rates and decreased chronic absenteeism.</p> <p>Collaboration between secondary counselors and intervention staff: This collaboration ensures that students at risk of dropping out receive personalized support and interventions tailored to their specific needs. By working together, counselors and intervention staff can identify early warning signs, provide timely interventions, and connect students with necessary resources, ultimately helping to improve graduation rates and reduce chronic absenteeism.</p> <p>Social and emotional learning (SEL) materials and counseling: By promoting equity and inclusion for all learners through SEL materials and counseling, schools create a supportive and inclusive environment where students feel valued and empowered to succeed. Addressing the social and emotional needs of EL, FY, and LI students can positively impact their overall academic performance, attendance, and engagement, leading to improved graduation rates and decreased chronic absenteeism.</p> <p>While targeting EL, FY, and LI students, this initiative will benefit all students district-wide, as research indicates that social-emotional support helps all students feel connected to their school community, fostering a sense of belonging and engagement. By implementing tiered SEL interventions, the district expects improved graduation rates and reduced chronic absenteeism</p>	

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		), for all students, particularly EL, FY, and LI students, as measured by the CA Dashboard.	
2.6	<p><b>Action:</b> Multi-Tiered System of Support (MTSS) Behavior Tier 2-3</p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• FY &amp; LI students have a higher suspension rate as compared to all students.</li> <li>• Local survey data input during spring 2024 indicates a drop of 3 points in campus safety as reported by 6-12 grade students.</li> </ul> <p>Based on a needs assessment to address the disparities in suspension rates among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers, Central USD acknowledges the need for targeted interventions and enhanced support systems. The district aims to foster a positive school climate and improve student-staff relationships by providing equitable and engaging educational opportunities for the identified students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>While providing equitable and engaging educational opportunities for all While providing equitable and engaging educational opportunities for all students, Central USD recognizes the disparities in suspension rates among EL, FY, and LI students compared to their peers. To tackle these challenges, the district will bolster social-emotional services to enhance outcomes and motivation for these students.</p> <ul style="list-style-type: none"> <li>• Tiered support and interventions, such as 'thinkerys' for reflection and conflict resolution (Staffing &amp; supplies)</li> <li>• Additional support personnel like All 4 Youth clinicians and CYS professionals, behavior aides, and intervention counselors</li> <li>• Monitoring by the Supervisor for Campus Culture/Safety to ensure effectiveness</li> <li>• Behavior Academic Intervention Teams will use screening data to identify and support at-risk students.</li> </ul> <p>Central USD will implement additional services to support EL, FY, and LI students and foster a positive school climate. These services aim to reduce suspension rates and increase student-staff relationships. By providing tiered support and interventions, such as 'thinkers' for reflection and conflict resolution, and additional support personnel like All 4 Youth clinicians and CYS professionals, the district aims to enhance student-</p>	Suspension Rate (All Students, FY, LI), Educational Partner Input, Local Climate Survey

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		<p>adult connections and decrease the suspension rate. The use of 'thinkerys' and monitoring by the Supervisor for Campus Culture/Safety will ensure effectiveness, while Behavior Academic Intervention Teams will utilize screening data to identify and support at-risk students. Student Resource Officers will build relationships with students at secondary sites while and help prevent and intervene in situations involving bullying, violence, substance abuse, and other issues that may disproportionately affect foster youth and low-income students. Having SROs on campus can enhance the overall safety and security of the school environment. This can be especially beneficial for students who may have experienced trauma or instability in their lives, such as foster youth, by providing them with a sense of stability and protection. Other support personnel, including behavior aides and intervention counselors, will provide individual and group counseling, promote social skills, and make referrals to community services, ultimately improving student well-being and connectedness to school.</p> <p>With this high level of diagnostic tiered support and increasing time spent at school with staff trained to meet their needs, the district expects that these services will result in reduced suspension rates and improved perception of school safety as measured by the local climate survey. This action is designed to meet the needs most associated with FY and LI students. However, this level of support emphasizes proactive strategies to prevent behavioral issues rather than solely relying on reactive disciplinary</p>	

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		measures. By teaching and reinforcing positive behaviors, Central USD will create a school culture where students are empowered to make responsible choices, leading to a reduction in disruptive behaviors and disciplinary incidents for all students. As we expect that all students will benefit, this action is provided district-wide.	
2.7	<p><b>Action:</b> Co-Curricular Activities</p> <p><b>Need:</b> Central USD's CAASPP ELA and Math performance indicates improvement is necessary, particularly in language arts and mathematics for low-income EL students and Foster Youth in ELA Math compared to the all-student group.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• Low-income (LI) students scored 31 points below standard</li> <li>• EL students scored 58.1 points below standard</li> <li>• Foster Youth (FY) scored 98.8 points below standard</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>• Low-income (LI) students scored 71.3 points below standard</li> <li>• EL students scored 85.6 points below standards</li> <li>• Foster Youth (FY) scored 136.4 points below standard</li> </ul>	<p>Co-curricular activities such as sports, academic competitions, festivals, music, art, and choir programs positively impact academic achievement and interest in engaging in a broad course of study for EL, FY, &amp; LI low-students in several ways:</p> <ol style="list-style-type: none"> <li>1. Improved Cognitive Development: <ul style="list-style-type: none"> <li>• Engaging in co-curricular activities stimulates brain areas involved in language, reasoning, and spatial intelligence. These activities enhance memory, attention, and critical thinking skills, which translate into better performance in core academic subjects.</li> </ul> </li> <li>2. Enhanced Academic Performance: <ul style="list-style-type: none"> <li>• Studies have shown that students involved in co-curricular activities tend to have higher grades and standardized test scores. The discipline and practice required in these activities can improve skills such as concentration and perseverance, which are crucial for academic success.</li> </ul> </li> <li>3. Increased Engagement and Attendance: <ul style="list-style-type: none"> <li>• Co-curricular programs can make school more enjoyable and engaging for students, which can reduce absenteeism.</li> </ul> </li> </ol>	ELA & Math Indicators CA Dashboard (all students, EL, FY, LI), Educational Partner Input

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	<p>Based on a needs assessment as well as frequent educational partner input, the district will offer robust co-curricular activities. To promote early exposure to art and music and encourage interest in a broad course of study, Central will employ 11 Elementary Band, Music, Art &amp; Choir teachers and 11 Middle School Band, Choir, Art, and Theater teachers in addition to registration, materials/supplies, transportation, entry fees, etc. for all groups to participate successfully.</p> <p>These initiatives aim to bolster academic achievement in Math, and ELA benefitting struggling students throughout the district.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Students who participate in these programs are often more motivated to attend school and complete their assignments.</p> <p>4. Emotional and Social Benefits:</p> <ul style="list-style-type: none"> <li>• Participation in co-curricular activities can boost self-esteem and provide a sense of accomplishment. These activities also foster collaboration and social skills, which are beneficial for the overall school experience and can lead to better academic outcomes.</li> </ul> <p>5. Cultural Awareness and Empathy:</p> <ul style="list-style-type: none"> <li>• Exposure to diverse co-curricular activities can broaden students' perspectives, promoting empathy and cultural awareness. This can lead to a more inclusive and supportive school environment, enhancing overall academic achievement.</li> </ul> <p>Overall, diverse co-curricular activities and programs offer a holistic approach to education, addressing both the intellectual and emotional needs of EL, FY, &amp; LI students, and supporting their academic achievement and personal development. This action is intended to improve academic achievement and early engagement in a broad course of study for EL, FY &amp; LI students, however as research consistently shows that co-curricular activities, which include clubs, sports, music, art, and other organized activities outside of the regular curriculum, provide numerous benefits that help all students improve academically, the district will implement this action district-wide.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.10</b></p>	<p><b>Action:</b> Seal of Biliteracy</p> <p><b>Need:</b> Based on the needs assessment to address the persistent challenges of chronic absenteeism, low preparedness for college, and low graduation rates among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, the district recognizes the need for improved connectedness to school for these student groups. Educational partner input indicated a further need to enhance the educational experience and future opportunities for EL, FY, and LI students, leading to improving attendance rates and preparedness for college for EL, FY, &amp; LI students.</p> <p>Further focused conversations with educational partners, counselors, and the students themselves, indicated that awarding the State Seal of Biliteracy (SSB), recognizing high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English, is an important part of reinforcing the value of these skills. It also helps students feel that their language and culture are valued at school. Additionally, it is essential to build pathways to multilingualism starting in early childhood and continuing through high school graduation.</p>	<ul style="list-style-type: none"> <li>• Central USD's graduation rate for Foster Youth (FY) and English Learners (EL) is lower than that achieved by all students.</li> <li>• The College Career Indicator (CCI) noted in Goal 1 metrics also noted a gap in preparedness for all students (27%) vs the preparedness for EL (5.8%), socially and economically disadvantaged (also known as low-income or 'LI') students (24%) and FY (0%).</li> <li>• There are disparities in chronic absenteeism rates among Foster Youth (FY) and Low-Income (LI) students.</li> </ul>	<p>Graduation Rate, CCI, Chronic Absenteeism Rate (All Students, EL, FY, and LI) Ed Partner Input</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>By providing augmented services, including academic counseling, assistance from College Career Teachers, collaboration with foreign language teachers, and systematic parent outreach, the district will provide personalized support to address barriers to improving graduation rates, decreasing absenteeism, and increasing college preparedness for EL, FY, &amp; LI students. Collaboration between secondary counselors and foreign language-certificated teachers will ensure the timely identification of candidates so that staff can come alongside and guide the process. These actions aim to improve graduation rates and enhance college and career readiness, benefiting struggling students across the district.</p> <p><b>Scope:</b> LEA-wide</p>		
3.3	<p><b>Action:</b> Family Outreach Liaisons</p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• Gaps in chronic absenteeism rates for FY and LI student</li> <li>• Improvement is needed in both English Language Arts (ELA) and Mathematics for low-income (LI) students by -31points, English Learner (EL) students by -58.1 points, and Foster Youth (FY) by -98.8 points.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Outreach Liaisons (Staffing &amp; Extra Help)</li> <li>• Consultants, Contracts, Classes/Workshops for Staff &amp; Community</li> </ul> <p>To engage parents of these student groups, Central USD provides parent outreach services through highly trained support staff including 23 Family Outreach Liaisons-one at each site (Spanish, Punjabi, Hmong). These resources and Liaisons are designed to increase the district's</p>	<p>CA Dashboard Suspension Rate, ELA/Math &amp; Local Survey Data, Chronic Absenteeism (All Students, EL, FY, LI ), Educational Partner Feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• 52.7% of current EL students are making progress toward English language proficiency or maintaining the highest level.</li> <li>• Suspension rates for FY &amp; LI continue to be higher than that of all other student groups.</li> <li>• Local survey findings indicate a concerning trend: a decline in the perception of a positive school climate among students by 4 points and a diminishing sense of safety within the school environment reported by students.</li> </ul> <p>Because of academic performance, conditions, and climate indicators, as well as academic engagement data on the Dashboard, the district dug deeper into local survey data and educational partner feedback. Central USD determined that there is a need for ongoing collaborative community outreach and support to help improve access and resources for EL and FY students and families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>ability to provide support, connectedness, and engagement for families, particularly those families that are typically underrepresented, by facilitating 2-way parent-school communication, conducting home visits, and parent education classes, and assisting parent/teacher meetings. This action will allow each site to have its liaison to grow family engagement, create a welcoming environment when parents come to meetings, and improve communications at their sites. The district also provides full-time interpreters/translators in Punjabi and Spanish as well as contracts with Language Line to provide on-site telephonic or virtual interpretation in 240 languages.</p> <p>These services are expected to be effective because studies show there is a positive correlation between parental engagement at school, positive school climate and culture, and improved student behavioral and academic performance. 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 or behaviorally will benefit, this action is provided on a LEAwide basis.</p>	
3.4	<p><b>Action:</b> Access to Technology</p> <p><b>Need:</b></p> <ul style="list-style-type: none"> <li>• Improvement in both English Language Arts (ELA) and</li> </ul>	<p>To support access to technology, Central will provide the following support:</p> <ul style="list-style-type: none"> <li>• Access to digital academic resources and technology (Chromebooks, hotspots, licenses and software)</li> </ul>	<p>ELA/Math &amp; Local Survey Data (All Students, EL, FY, LI), Educational Partner Input</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Mathematics for low-income (LI) students by -31 points, English Learner (EL) students by -58.1 points, and Foster Youth (FY) by -98.8 points.</p> <ul style="list-style-type: none"> <li>52.7% of current EL students are making progress toward English language proficiency or maintaining the highest level.</li> </ul> <p>Interviews, surveys, and educational partner input have indicated that LI, EL, and FY students have struggled to access technology essential for learning. This is evidenced by their CAASPP scores compared to all students.</p> <p>Based on a local needs assessment to address the academic achievement gaps among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, Central USD recognizes the critical importance of providing equitable access to digital academic resources and technology. By leveraging technology to facilitate quick access to information, accelerate learning, and engage students in interactive learning experiences, Central USD seeks to empower EL, FY, and LI students to explore new subjects, deepen their understanding of challenging concepts, and ultimately improve their academic outcomes.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Staff (instructional support coach, a Director of Instructional Technology, classified tech aides)</li> </ul> <p>Central USD will provide EL, FY, and LI students access to digital academic resources and technology in the classroom and at home to enhance learning and promote equity. The district will support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access for students from TK to 12th grade. Furthermore, implementing additional staff, such as an instructional support coach, a Director of Instructional Technology, and classified tech aides, will ensure EL, FY, and LI students have equitable access to digital resources supporting their academic growth and success. By providing personalized support and guidance, these staff members will help students navigate digital platforms effectively, address any technological barriers they may encounter, and maximize the impact of digital resources on their academic achievement. Technology will enable students to access information quickly, accelerate learning, and engage in interactive learning experiences at school and home, allowing them to explore new subjects and deepen their understanding of challenging concepts.</p> <p>This action is designed to meet the needs most associated with English learners, foster youth, and low-income students. However, because we expect all students to benefit, this action is provided LEAwide.</p>	

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.9</b></p>	<p><b>Action:</b> English Learner Programs</p> <p><b>Need:</b> As previously mentioned, in Fall 2023, all students in grades 3–8 and 11 scored 23.4 points below standard in English Language Arts on the CA Dashboard. However, EL students scored notably lower, with 58.1 points below standards. Similarly, in Mathematics, all students in those grades scored 63.6 points below standard, but EL students scored 85.6 points below standard. Furthermore, while 27% of all high school graduates are deemed "Prepared" on the College/Career Indicator, only 5.8% of EL students qualify as such. These statistics underscore the urgent need to prioritize English Learner programs to enhance ELA &amp; Math performance and increase College/Career preparedness as indicated by the CCI. Educational partners, including parents of ELs, have expressed their desire for enhanced services for EL students.</p> <ul style="list-style-type: none"> <li>• 52.7% of ELs are currently making progress toward English Language Proficiency.</li> <li>• 34.7 gaps in points below standard for EL students vs 'All'</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training to deepen understanding of the ELA/ELD Framework.</li> <li>• Multilingual Success Network (MSN), employing Improvement Science to drive measurable changes for English learners.</li> <li>• EL teachers and a Newcomer Teacher-Itinerant</li> <li>• In-class instructional coaching support (ISC EL) and supplemental resources</li> </ul> <p>Central USD will provide teacher training on the ELA/ELD Framework to address achievement gaps. The Supervisor for EL Services will oversee the coordination of the intake and placement systems for EL students, conducting parent orientation workshops for newcomers. The focus will be on Designated and Integrated instruction to support content comprehension. The district will utilize Improvement Science in the Multilingual Success Network (MSN) to drive changes at seven elementary sites. EL teachers will continue to support best practices by implementing research-based instructional strategies tailored to the needs of English Learners, ensuring that students receive high-quality language and content instruction. This effort will be bolstered by hiring additional EL teachers and providing them with resources, such as specialized training and instructional materials, to enhance their</p>	<p>ELA &amp; Math Proficiency, CCI (EL Students)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>• 22 points below the standard gap for ELs in math</li> <li>• Graduation rates for ELs lag over 10% below 'All' students district-wide.</li> </ul> <p>A needs assessment has identified significant achievement gaps among English Learners (EL), indicating a need for targeted teacher training in the ELA/ELD Framework. To address these gaps, Central will provide a comprehensive support system, including effective intake and placement processes, parent orientation workshops, and enhanced instructional practices, essential for improving content comprehension and overall academic success for EL students.</p> <p>After examining college and career readiness for English Learners (ELs) and evaluating their academic performance, language proficiency, access to counseling, and participation in preparatory programs, Central will increase the availability of resources like tutoring and mentoring and the effectiveness of current instructional practices in supporting ELs' academic and career aspirations.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>effectiveness in the classroom. In-class instructional coaching (ISC EL) and supplemental materials will enhance teacher capacity to implement the ELA/ELD Framework and provide language support for EL students, simultaneously improving their ability to graduate.</p> <p>Collaboration with teachers is crucial for fostering college awareness and excitement about academic and career aspirations among English Learners (ELs). By working closely with teachers, Central will integrate college and career discussions into the curriculum, provide mentorship opportunities, and create a supportive environment encouraging ELs to set and pursue ambitious academic and career goals.</p> <p>This action is tailored to address the needs primarily associated with English learners. We expect this initiative to further elevate ELA and Math state scores and improve graduation rates for English learners.</p>	
1.10	<p><b>Action:</b> District Long Term English Learner Academic Progress</p>	<p>To support long-term English learner progress, Central Unified will provide the following:</p>	<p>ELA, Math (all EL &amp; LTEL)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The local needs assessment and targeted survey data focused on the unique needs of ELs and LTELs in both ELA and Math and the percentage of current EL students making progress toward English language proficiency as reported by the CA Dashboard. Educational partners also expressed the need for additional support for LTEL students. These needs are supported by the fact that only 52.7% of ELs are progressing toward English Language Proficiency. The CA Dashboard further indicates a 34.7 gap in points below standard for EL students vs 'All' and 22 points below the standard gap in math. Graduation rates for ELs improved 7.5% but still lags over 10% below 'All' students district-wide. Specific LTEL data shows that only 8.83% meet or exceed standards in ELA and 1.2% in math.</p> <ul style="list-style-type: none"> <li>• 52.7% of ELs are currently making progress toward English Language Proficiency</li> <li>• The CA Dashboard further indicates a 34.7 gap in points below standard for EL students vs 'All' and 22 points below the standard gap in math</li> <li>• Graduation rates for ELs improved by 7.5% but still lag over 10% below 'All' students district-wide</li> <li>• 8.83% LTEL students met and exceeding standards on CAASPP ELA 2022-2023</li> </ul>	<p>Central USD will offer teacher training to enhance understanding of best practices for EL and LTEL students. The Supervisor for EL Services will monitor the implementation of these practices for LTEL students, providing further support through goal setting and progress monitoring. At-the-elbow coaching will be provided by the ISC EL to foster ongoing improvement in the classroom. Collaboration with site EL Coordinators will strengthen their ability to support research-based practices for LTELs.</p> <p>The sessions will include the shared experiences of LTELs that contribute to their prolonged EL status including:</p> <ul style="list-style-type: none"> <li>• Variability in the quality and approach to their education in the elementary grades</li> <li>• Lack of adequate English language development (ELD) instruction</li> <li>• Teachers who have not had the preparation to address their needs</li> <li>• An undiagnosed or unaddressed learning disability.</li> </ul> <p>Research-supported strategies to improve outcomes for these students include integrated ELD across the curriculum, designated ELD instruction, access to a rigorous curriculum, culturally relevant curriculum, and clustering LTEL students with English proficient peers in rigorous grade-level classes. For younger ELs, ensuring rigorous content from the start and building background knowledge is vital for ongoing success.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<ul style="list-style-type: none"> <li>1.20% LTEL students met and exceeding standards on CAASPP Math 2022-2023</li> </ul> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>This action is designed to meet the needs most associated with Long Term English Learners. We expect this action to continue to increase ELA and Math state and local scores for all English learners.</p>	
<p><b>1.14</b></p>	<p><b>Action:</b> ELPI Indicator Improvement (Site Specific)</p> <p><b>Need:</b> To support sites in conducting needs assessments for English language progress, Central will provide comprehensive training for educators on data collection and analysis techniques. Additionally, we will supply standardized assessment tools, facilitate regular collaboration meetings for sharing best practices, and offer resources such as professional development workshops focused on effective instructional strategies for English Learners (ELs).</p> <ul style="list-style-type: none"> <li>Herndon-Barstow Elementary: ELPI 33.3% making progress (declined 33.3%)</li> <li>Roosevelt Elementary: ELPI 33.3% making progress (declined 12.1%)</li> <li>Justin Garza: ELPI 35.2% making progress (declined 36%)</li> </ul> <p>A needs assessment has identified significant achievement gaps among English Learners (EL), indicating a need for targeted teacher training in the ELA/ELD Framework. To</p>	<p>Roosevelt Elementary School Actions:</p> <ul style="list-style-type: none"> <li>Working with the Multilingual Success Network (MSN) Roosevelt will provide extended quality ELD instruction and interventions for all identified at-risk English Learners or Long-Term English Learners.</li> <li>The district EL Coach &amp; site EL Coordinator, and EL Teacher will provide professional development for teachers to implement small-group instruction and alternative support for ELs in the regular education classroom in language arts to close the gap and support the mastery of ELD/ELA standards.</li> <li>The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress.</li> </ul> <p>Herndon Barstow Elementary School Actions:</p> <ul style="list-style-type: none"> <li>The district EL Coach &amp; site EL Coordinator will provide professional development for teachers to implement small-group instruction and alternative support ELs in the classroom in language</li> </ul>	<p>ELPI (Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High School)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>address these gaps, Central will provide a comprehensive support system, including effective intake and placement processes, and enhanced instructional practices, essential for improving content comprehension and overall academic success for EL students.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>arts to close the gap and support the mastery of ELD/ELA standards</p> <ul style="list-style-type: none"> <li>The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress.</li> </ul> <p>Justin Garza High School Actions:</p> <ul style="list-style-type: none"> <li>The district EL Coach &amp; site EL Coordinator will provide professional development for teachers to implement small-group instruction and alternative support for ELs out of the classroom as a response to intervention in language arts to close the gap and support the mastery of ELD/ELA standards.</li> <li>The principal and EL Coordinator will monitor PLC implementation with added focus and intensive formative assessment analysis of all ELs not making adequate academic progress.</li> </ul>	
3.5	<p><b>Action:</b> Differentiated Assistance Suspension Rate Decrease for FY &amp; Homeless</p> <p><b>Need:</b> As highlighted by the 2023 Red Suspension Dashboard indicator, FY &amp; Homeless suspension rates are higher than the all-student rate.</p> <p>A thorough needs assessment underscores the importance of regular meetings with a</p>	<p>As indicated by the findings of our needs assessment, Foster Youth (FY) and Homeless students present distinct challenges, including issues related to school access, suspension, and establishing stable connections with school programs. To address these challenges effectively, we will allocate resources towards personnel, training initiatives, and necessary materials, enabling dedicated time for assisting students struggling with a sense of belonging and fostering a sense of school connectedness. This approach allows staff members to engage</p>	<p>Suspension Rate (Foster Youth, Homeless Youth) Educational Partner Input</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>supportive adult for the identified students, linking them to both school and community resources. Foster Youth (FY) and homeless youth face distinct challenges stemming from instability, trauma, and limited familial support, which can significantly affect their academic engagement, social-emotional well-being, and overall educational attainment. To provide these students with the essential resources and assistance they need to flourish in their educational journey, the district will address these challenges by:</p> <ul style="list-style-type: none"> <li>• Child Welfare &amp; Attendance staffing, (1 Intervention specialist, 1 Supervisor Campus Culture, Supervisor CWA)</li> <li>• Personalized interventions/additional counseling services (extended time)</li> <li>• Housing assistance (vouchers, shelter referrals),</li> <li>• Academic Support (expanded academic counseling, high-dose tutoring, credit retrieval)</li> <li>• Professional Development for staff and leadership including: Cultural Competency Inclusive Practices Mental Health Awareness Family and Community Engagement Building Relationships Behavior Management Positive Behavioral Interventions Restorative Practices</li> </ul>	<p>regularly with students, establish rapport with foster homes and group homes, and collaborate with school sites to address barriers highlighted in the needs assessment.</p> <p>Moreover, additional personnel will be deployed to offer personalized mentorship and support to these students, facilitating the removal of obstacles hindering access to available resources such as transportation, educational materials, clothing, food, counseling services, and academic assistance. To specifically combat suspension rates among homeless and foster youth students, targeted interventions such as counseling services and mentorship programs will be implemented, tailored to address the trauma and instability they may encounter. Furthermore, site leaders will undergo training to ensure that school sites are equipped to accommodate the unique circumstances of FY and homeless youth, prioritizing stability and support over punitive measures.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>By focusing on these areas, teachers and principals can create a supportive environment that promotes the success of low-income and homeless students. Educational partners concurred that to support FY and homeless students; there is a need to have adults who assist with removing these students' barriers while frequently monitoring students to ensure their academic, behavioral, and social-emotional needs are being met.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

N/A

### ***Additional Concentration Grant Funding***

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

Districts that have a high concentration of students who are English learners, foster youth, and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA. All school sites in the district are above the 55% threshold for supplemental and concentration funding. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students. All school sites in the Central Unified School District are currently over the 55% threshold. Central USD received \$6,819,693 for this add-on funding. This funding is used to provide direct services to students at sites as noted in the goals and actions below:

- 1.4 - \$1,700,000
- 1.9 - \$1,634,693

1.10- \$85,000  
 2.4 - \$1,712,000  
 2.6 - \$1,688,000

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	169834195	\$57326684	33.755%	7.297%	41.052%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$229,934,129.71	\$49,232,895.96	\$4,206,360.21	\$23,743,193.43	\$307,116,579.31	\$223,735,800.26	\$83,380,779.05

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Access To Core	All	No			All Schools	2024-2027	\$0.00	\$548,812.74		\$475,000.00	\$3,000.00	\$70,812.74	\$548,812.74	
1	1.2	Literacy Rich Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$3,372,343.48	\$90,196.45	\$3,370,983.93	\$47,000.00	\$3,000.00	\$41,556.00	\$3,462,539.93	
1	1.3	Multi-Tiered System of Support Academic Tier 1	All	No				2024-2027	\$32,831,283.08	\$14,968,772.34	\$673,760.05	\$27,363,088.56	\$385,496.00	\$19,377,710.81	\$47,800,055.42	
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$17,650,655.13	\$10,859,082.24	\$17,359,519.77	\$9,843,745.14	\$457,000.00	\$849,472.46	\$28,509,737.37	
1	1.5	Assessment & Professional Learning Communities (PLCs)	All	No				2024-2027	\$0.00	\$240,000.00				\$240,000.00	\$240,000.00	
1	1.6	Professional Development & Instructional Support Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$2,766,050.90	\$213,028.06	\$1,829,721.45	\$863,401.51		\$285,956.00	\$2,979,078.96	
1	1.7	Instructional Supplemental Support for Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$431,602.45	\$1,360,252.77	\$1,791,855.22				\$1,791,855.22	
1	1.8	College & Career Indicator	All	No				2024-2027	\$765,823.88	\$2,321,979.46		\$2,175,493.76	\$695,447.58	\$216,862.00	\$3,087,803.34	
1	1.9	English Learner Programs		Yes	Limited to Unduplicated Student Group(s)			2024-2027	\$9,371,782.50	\$4,592,576.54	\$12,134,577.72			\$1,829,781.32	\$13,964,359.04	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	District Long Term English Learner Academic Progress		Yes	Limited to Unduplicated Student Group(s)				\$493,418.98	\$156,370.04	\$558,234.48			\$91,554.54	\$649,789.02	
1	1.11	Differentiated Assistance ELA, Math, & CCI	Foster Youth, Homeless & Students w/Disabilities	No				2024-2027	\$16,365.47	\$8,373.35	\$169.19	\$13,631.54	\$192.75	\$10,745.34	\$24,738.82	
1	1.12	ELA Proficiency (Site Specific)	SWD, LI, Hispanic, EL, AA	No			Specific Schools: East, CLASS, GP, EC, Tilley, Harvest, HB, Madison, Roosevelt, Teague	2024-2027	\$39,300.00	\$28,500.00	\$5,000.00			\$62,800.00	\$67,800.00	
1	1.13	Math Proficiency (Site Specific)	SWD, EL, LI, Hispanic, AA,	No			Specific Schools: East, CHS, COHS, CLASS GP, EC, HB, Madison, RV, Teague	2024-2027	\$30,039.45	\$9,200.00	\$3,700.00			\$35,539.45	\$39,239.45	
1	1.14	ELPI Indicator Improvement (Site Specific)		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High School	2024-2027	\$4,000.00	\$3,000.00	\$7,000.00				\$7,000.00	
1	1.15	College Career Indicator (Site Specific)	SWD, EL, LI, Hispanic	No			Specific Schools: East,	2024-2027	\$2,300.00	\$0.00	\$1,000.00			\$1,300.00	\$2,300.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							CHS, CLASS									
1	1.16	African American, Homeless, LI Student Success (CCI Indicator)	African American	No					\$2,000.00	\$6,000.00				\$8,000.00	\$8,000.00	0
2	2.1	Academic & Career Counseling/Graduation Rate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Central High School, Central High East, Justin Garza High School 9-12	2024-2027	\$925,649.23	\$6,755.55	\$932,404.78				\$932,404.78	
2	2.2	Broad Course of Study with Appropriately Credentialed Teachers	All	No				2024-2027	\$107,414,723.02	\$29,258,049.92	\$131,061,017.58	\$4,938,810.04	\$672,945.32		\$136,672,772.94	
2	2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	All	No				2024-2027	\$3,502,432.10	\$0.00	\$3,502,432.10				\$3,502,432.10	
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$3,986,633.77	\$1,704,923.25	\$5,691,557.02				\$5,691,557.02	
2	2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	All	No				2024-2027	\$2,254,967.24	\$0.00	\$2,254,967.24				\$2,254,967.24	
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2024-2027	\$6,533,015.43	\$1,715,285.43	\$8,248,300.86				\$8,248,300.86	
2	2.7	Co-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$8,455,028.59	\$1,400,043.31	\$9,751,738.37	\$75,981.00	\$25,717.73	\$1,634.80	\$9,855,071.90	
2	2.8	Chronic Absenteeism (Site Specific)	All African American, Students with Disabilities, White Students, English Learners	No			Specific Schools: River Bluff Elementary, Houghton-Kearney	2024-2025	\$11,260.00	\$0.00	\$11,260.00				\$11,260.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-8, Harvest Elementary, Liddell Elementary, McKinley Elementary, Rio Vista Middle School TK-6, TK-8, 7-8									
2	2.9	Graduation Rate (Site Specific)	All Students with Disabilities	No			Specific Schools: CLASS, Central High East 9-12	2024-25	\$800.00	\$200.00				\$1,000.00	\$1,000.00	
2	2.10	Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$1,128,124.28	\$0.00	\$1,128,124.28				\$1,128,124.28	
3	3.1	Facilities	All	No				2024-2027	\$16,408,439.68	\$11,140,940.11	\$23,908,672.71	\$2,326,354.41	\$1,314,352.67		\$27,549,379.79	
3	3.2	Family Engagement	All	No				2024-2027	\$311,276.90	\$198,399.84	\$87,477.52	\$6,000.00	\$43,000.00	\$373,199.22	\$509,676.74	
3	3.3	Family Outreach Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$1,563,661.00	\$47,627.37	\$1,610,329.37			\$959.00	\$1,611,288.37	
3	3.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	\$2,260,351.48	\$2,073,715.28	\$3,488,048.85	\$200.00	\$606,208.16	\$239,609.75	\$4,334,066.76	
3	3.5	Differentiated Assistance Suspension Rate Decrease for FY & Homeless	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		2024-2027	\$522,277.22	\$0.00	\$522,277.22	\$0.00			\$522,277.22	
3	3.6	Suspension Rate (Site Specific)	African American, White	No			Specific Schools: El Capitan,	2024-2025	\$1,800.00	\$2,900.00	\$0.00			\$4,700.00	\$4,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Roosevelt, Houghton-Kearney Elementary, Rio Vista									
4	4.1	Academic Intervention-ELA & Math Proficiency	All AS, LI, Hispanic	No			All Schools Specific Schools: CLASS	2024-25	\$127,036.00	\$0.00		\$127,036.00			\$127,036.00	
4	4.2	College Career Teacher-Librar Media Technician	All All studens, LI, Hispanic	No			Specific Schools: CLASS	2024-25	\$146,580.00	\$0.00		\$146,580.00			\$146,580.00	
4	4.3	Dual Enrollment	All All students, LI, Hispanic	No			Specific Schools: CLASS	2024-25	\$4,000.00	\$120,271.00		\$124,271.00			\$124,271.00	
5	5.1	Professional Development & Collaboration- Math	All LI, Hispanic	No			Specific Schools: COHS	2024-25	\$0.00	\$52,219.00		\$52,219.00			\$52,219.00	
5	5.2	Extended Day Services-Math	All LI, Hispanic	No			Specific Schools: COHS	2024-25	\$25,704.00	\$0.00		\$25,704.00			\$25,704.00	
5	5.3	Professional Development & Collaboration- CCI	All	No			Specific Schools: COHS	2024-25	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	
5	5.4	Extended Day Services-CCI	All LI, Hispanic	No			Specific Schools: COHS	2024-25	\$25,704.00	\$0.00		\$25,704.00			\$25,704.00	
5	5.5	CTE/Dual Enrollment	All	No			Specific Schools: COHS	2024-25	\$77,112.00	\$75,000.00		\$152,112.00			\$152,112.00	
5	5.6	College & Career Awareness	All	No			Specific Schools: COHS	2024-25	\$0.00	\$52,219.00		\$52,219.00			\$52,219.00	
5	5.7	Family Outreach Liaison	All LI, Hispanic	No			Specific Schools: COHS	2024-25	\$57,823.00	\$0.00		\$57,823.00			\$57,823.00	
5	5.8	Techonolgy	All LI,Hispanic	No			Specific Schools: COHS	2024-25	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.1	SEL/Behavior Support	All	No			Specific Schools: Pathway CDS	2024-25	\$27,596.00	\$0.00		\$27,596.00			\$27,596.00	
6	6.2	College Career/Graduation	All	No			Specific Schools: Pathway CDS	2024-25	\$0.00	\$14,404.00		\$14,404.00			\$14,404.00	
6	6.3	Professional Development	All	No			Specific Schools: Pathway CDS	2024-25	\$2,000.00	\$6,000.00		\$8,000.00			\$8,000.00	
7	7.1	SEL/Behavior Support	All	No			Specific Schools: Pathway Elementary		\$27,596.00	\$0.00		\$27,596.00			\$27,596.00	
7	7.2	Professional Development	All	No			Specific Schools: Pathway Elementary	2024-25	\$1,000.00	\$3,300.00		\$4,300.00			\$4,300.00	
7	7.3	Engagement Activities	All	No			Specific Schools: Pathway Elementary	2024-25	\$0.00	\$18,104.00		\$18,104.00			\$18,104.00	
8	8.1	Classified Support	All LI, African American, and Hispanic	No			Specific Schools: Pershing Continuation	2024-2025	\$64,260.00	\$2,000.00		\$66,260.00			\$66,260.00	
8	8.2	Certificated Extra Support	All LI, and Hispanic	No			Specific Schools: Pershing Continuation	2024-2025	\$66,984.00	\$57,278.00		\$124,262.00			\$124,262.00	

# 2024-25 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
169834195	\$57326684	33.755%	7.297%	41.052%	\$68,424,673.32	0.000%	40.289 %	<b>Total:</b>	\$68,424,673.32
								<b>LEA-wide Total:</b>	\$55,202,583.90
								<b>Limited Total:</b>	\$13,222,089.42
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Literacy Rich Schools	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,370,983.93	
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,359,519.77	
1	1.6	Professional Development & Instructional Support Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,829,721.45	
1	1.7	Instructional Supplemental Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,791,855.22	
1	1.9	English Learner Programs	Yes	Limited to Unduplicated Student Group(s)			\$12,134,577.72	
1	1.10	District Long Term English Learner Academic Progress	Yes	Limited to Unduplicated Student Group(s)			\$558,234.48	

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	1.14	ELPI Indicator Improvement (Site Specific)	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High School	\$7,000.00	
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Central High School, Central High East, Justin Garza High School 9-12	\$932,404.78	
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,691,557.02	
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	LEA-wide	Foster Youth Low Income		\$8,248,300.86	
2	2.7	Co-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,751,738.37	
2	2.10	Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,128,124.28	
3	3.3	Family Outreach Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,610,329.37	
3	3.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,488,048.85	
3	3.5	Differentiated Assistance Suspension Rate Decrease for FY & Homeless	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		\$522,277.22	
4	4.1	Academic Intervention- ELA & Math Proficiency				All Schools		

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$234,614,378.68	\$157,668,556.97

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	2,674,744	1,701,121.40
1	1.2	Literacy Rich Schools	Yes	4,808,105.68	2,482,000.88
1	1.3	Multi-Tiered System of Support-Academic Tier 1	No	9,385,232.65	3,725,541.94
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	33,685,836.78	17,378,956.93
1	1.5	Assessment & Professional Learning Communities (PLCs)	No	1,360,749.54	255,617.87
1	1.6	Professional Development & Instructional Support Coaches (ISC)	No	239,283.18	248,662.62
1	1.7	Allocations to School Sites	Yes	2,411,974.67	1,794,000.65
1	1.8	College & Career Pathways	No	167,140	1,033,323.82
1	1.9	English Language Proficiency for all English Learners	Yes	10,375,769.41	10,324,649.52
2	2.1	Academic & Career Counseling	Yes	3,423,140.68	1,140,600.28

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		0	
2	2.3	Broad Course of Study with Appropriately Credentialed Teachers	No	113,278,481	81,906,345.27
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	No	2,683,580.45	2,554,372.79
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	6,757,338.92	2,230,838.78
2	2.6	Co-Curricular Activities	No	8,730,663.75	5,410,902.51
2	2.7	Multi-Tiered System of Support-Behavior Tier 1	No	4,048,540.39	3,290,587.88
2	2.8	Multi-Tiered System of Support - Behavior Tier 2-3	Yes	7,299,393.51	3,326,124.29
3	3.1	Facilities	No	17,929,329.88	15,433,528.03
3	3.2	Multi-Tiered System of Support-Behavior Tier 1	No	0	
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Yes	0	
3	3.4	Family Engagement	No	545,961.63	206,795.10
3	3.5	Community Liaisons -Bilingual, Family Outreach Liaison	Yes	1,880,463.49	1,087,233.23
3	3.6	Access to Technology	Yes	2,928,649.07	2,137,353.18
4	4.1	Networked Improvement Committee(NIC) for Special Education Academic Systems	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Middle School Professional Learning/Systems Review of Special Day Classes		\$0.00	
4	4.3	Networked Improvement Committee(NIC) for Special Education Classroom School Connection Systems		\$0.00	

# 2023-24 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)
\$47,350,933	\$53,239,939.56	\$41,572,793.94	\$11,667,145.62	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Rich Schools	Yes	\$4,764,482.92	2427053.59	0%	
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	\$15,598,688.29	17355349.13	0%	
1	1.7	Allocations to School Sites	Yes	\$2,411,974.67	1769358.41	0%	
1	1.9	English Language Proficiency for all English Learners	Yes	\$9,148,403.57	10324649.52	0%	
2	2.1	Academic & Career Counseling	Yes	\$3,421,140.68	1023820.96	0%	
2	2.5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	\$6,757,338.92	2215296.43	0%	
2	2.8	Multi-Tiered System of Support -Behavior Tier 2-3	Yes	\$6,737,129.51	3254241.01	0%	
3	3.3	Multi-Tiered System of Support-Behavior Tier 2-3	Yes			0%	
3	3.5	Community Liaisons -Bilingual, Family Outreach Liaison	Yes	\$1,875,846.59	1065671.71	0%	
3	3.6	Access to Technology	Yes	\$2,524,934.41	2137353.18	0%	

## 2023-24 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)
\$165,242,397	\$47,350,933	3.8	32.455%	\$41,572,793.94	0.000%	25.159%	\$12,057,350.15	7.297%



# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

Type of Goal



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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>

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

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

**Current Difference from Baseline**

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

**Action #**

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and



- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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



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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

#### **LCFF Carryover Table**

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

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

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

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

California Department of Education  
November 2023

LCAP Appendix Non-Contributing Action Metric

School	Student Group	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome
Central East	SWD	ELA	-139.5			-130.5
	SWD	Math	-209.1			-200.1
	EL	Math	-169.1			-160.1
	SWD	Graduation	62.50%			68%
	EL	CCI	6.80%			15.80%
	SWD	CCI	2.80%			11.00%
CHS	Hispanic	Math	-142.9			-133.9
	SED	Math	-130.5			-121.5
	White	Math	-140.4			-131.4
	SWD	CCI	8.30%			13.10%
CLASS	SED	ELA	-79			-90
	SED	Math	-176.4			-167.4
	Hispanic	ELA	-74			-65
	Hispanic	Math	-167.5			-158.5
	SED	Graduation	67.40%			76.40%
	SED	CCI	1.80%			10.80%
	Hispanic	CCI	1.20%			21.20%
COHS	SED	Math	-131.1			-122.1
	Hispanic	Math	-133.1			-124.1
	All	CCI	3.10%			12.10%
El Capitan	SWD	ELA	-142.5			-133.5
	EL	ELA	-92.4			-83.4
	SWD	Math	-170.5			-161.5
	SED	Math	-99.6			-90.6
	Hispanic	Math	-105.4			-96.4
	African American	Suspension	26.80%			23.80%
	White	Suspension	23.20%			20.20%
Rio Vista	SWD	Math	-115.2			-106.2
	EL	Chronic Absenteeism	24.40%			21.40%
Glacier Point	SWD	ELA	-144.9			-135.9
	African American	Math	-133			-124
	SWD	Math	-201			-192
	Hispanic	Math	-111.3			-102.3
	African American	Suspension	38.20%			35.80%

LCAP Appendix Non-Contributing Action Metric

Pershing Continuation HS	SED	Suspension	33.10%		30.10%
	Hispanic	Suspension	31.70%		22.70%
	SED	CCI	1.70%		10.70%
	Hsipanic	CCI	2.30%		11.30%
Tilley	EL	ELA	-85.1		-98.8
River Bluff	White	Chronic Absenteeism	28%		24.50%
Harvest	SWD	ELA	-78.1		-69.1
	White	Chronic Absenteeism	26.40%		23.40%
Herndon-Barstow	SWD	ELA	-94.3		-85.3
	SWD	Math	-112.1		-103.1
	EL	ELPI	33.30%		39.30%
Houghton-Kearney	White	Suspension	6.50%		3.50%
Madison	SWD	ELA	-110.8		-101.8
	SWD	Math	-116.5		-107.5
Liddell	African American	Chronic Absenteeism	20.30%		17.30%
	SWD	Chronic Absenteeism	29%		22%
McKinley	African American	Chronic Absenteeism	34.70%		31.70%
	SWD	Chronic Absenteeism	27.80%		24.80%
Roosevelt	EL	ELA	-88.3		-81.3
	SWD	ELA	-106		-97
	White	Supsension	8.80%		5.80%
	EL	ELPI	33.30%		39.30%
Teague	African American	ELA	-71.2		-62.2
	African American	Math	-99.5		-90.5