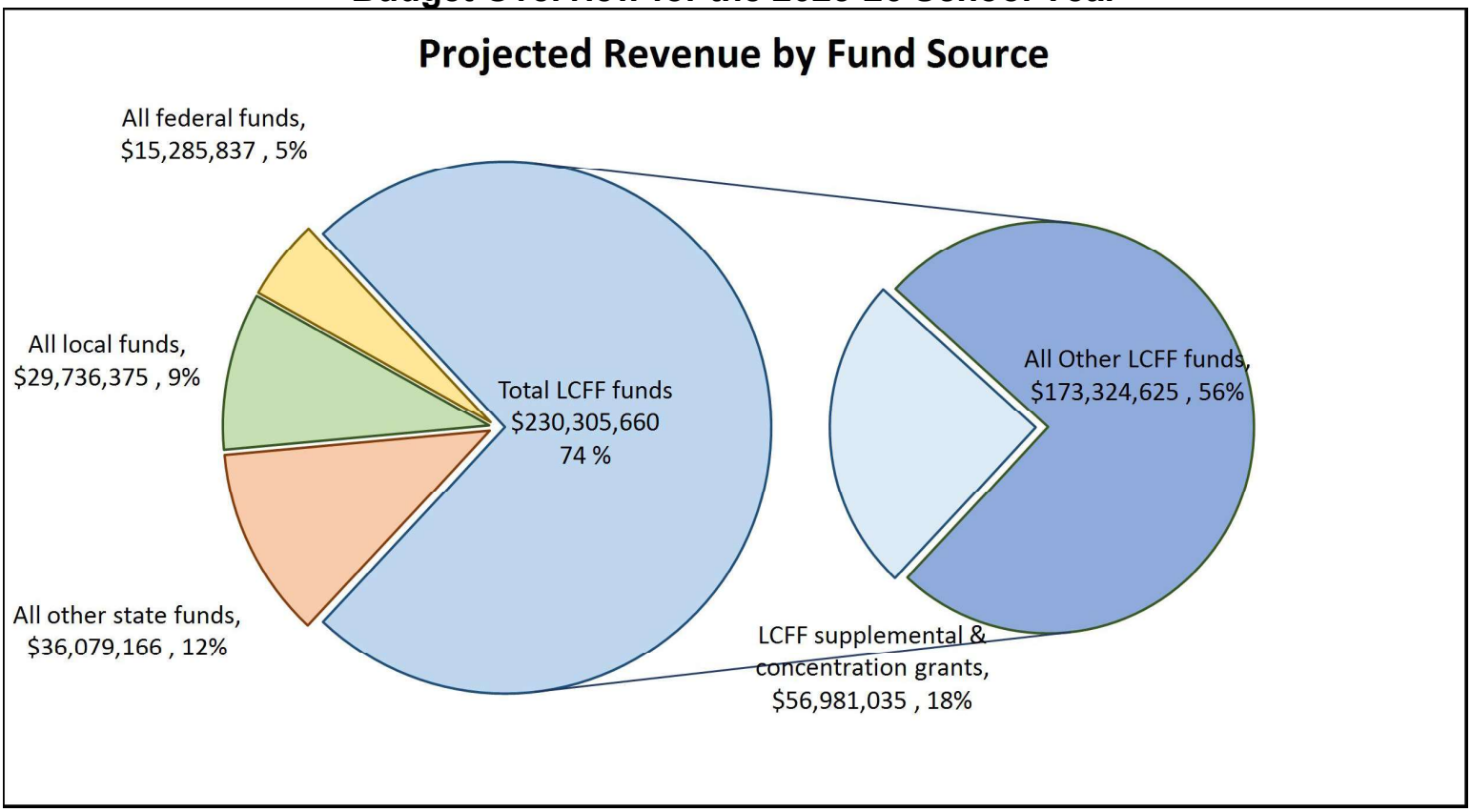
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Central Unified School District
CDS Code: 10739650000000
School Year: 2025-26
LEA contact information:
Mark Marshall
Superintendent

559-274-4700

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

Budget Overview for the 2025-26 School Year

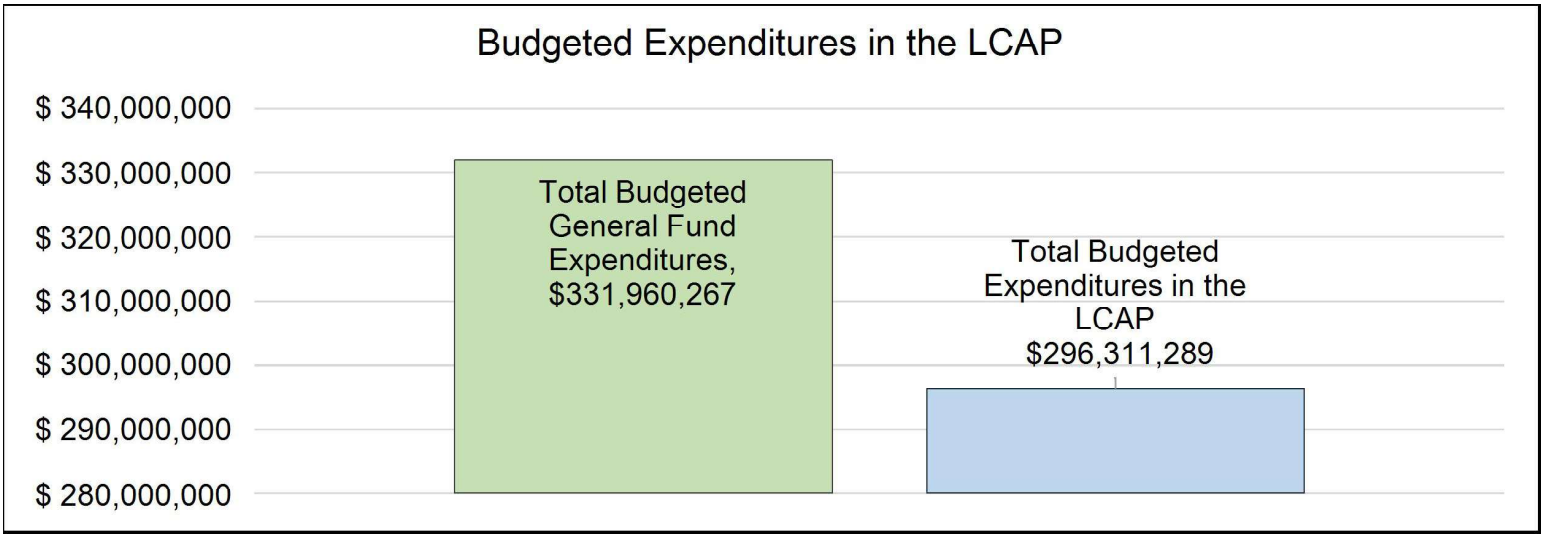


This chart shows the total general purpose revenue Central Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Central Unified School District is $311,407,038.16,999,996, of which $230,305,660 is Local Control Funding Formula (LCFF), $36,079,166.10 is other state funds, $29,736,375.42 is local funds, and $15,285,836.65 is federal funds. Of the $230,305,660 in LCFF Funds, $56,981,035 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 2025-26. 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 $331,960,267 for the 2025-26 school year. Of that amount, $296,311,289 is tied to actions/services in the LCAP and $35,648,978 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

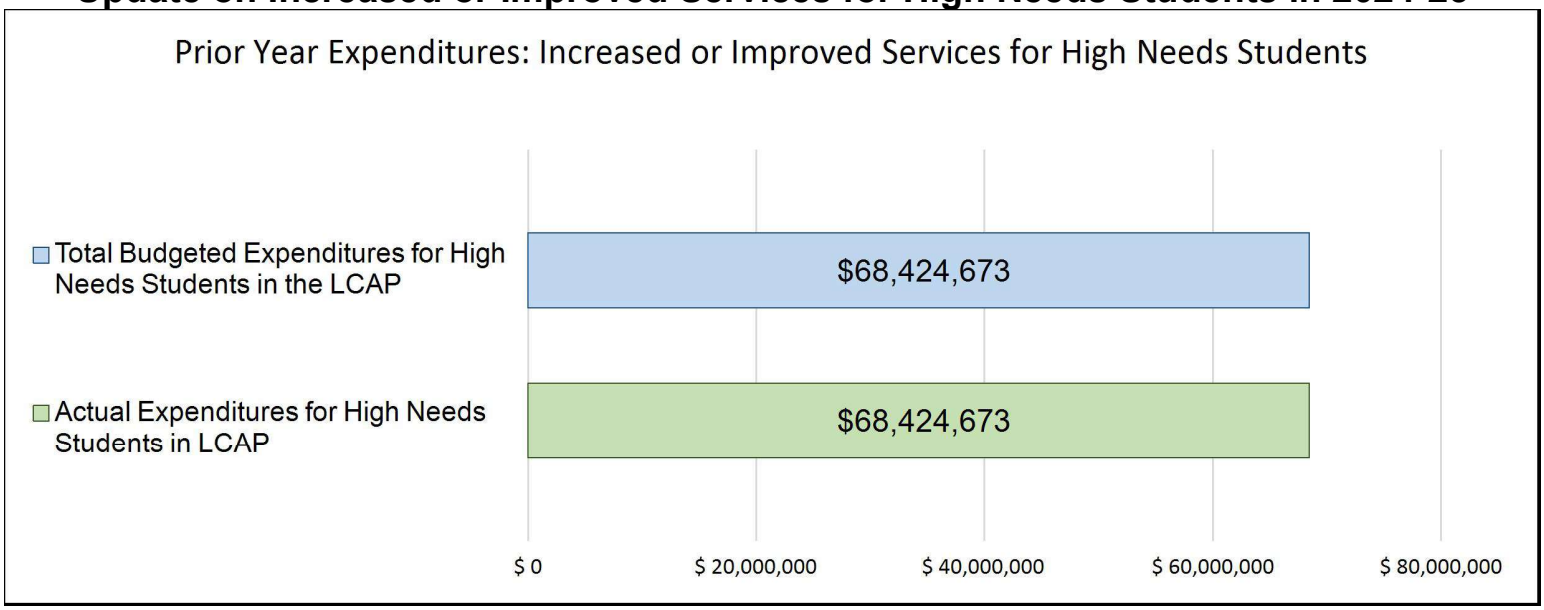
The expenditures not in LCAP include STRS on behalf, apprentice program, one-time cafeteria grants that are in fund 0100

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Central Unified School District is projecting it will receive $56,981,035 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 $56,981,035 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 2024-25



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 2024-25, Central Unified School District's LCAP budgeted $68,424,673 for planned actions to increase or improve services for high needs students. Central Unified School District actually spent $68,424,673 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Unified School District	Mark Marshall Superintendent	markmarshall@centralusd.k12.ca.us 559-274-4700

Plan Summary [2025-26]

General Information

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

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

Central Unified has built a reputation as a district committed to high expectations and academic excellence. Several of its schools have been recognized for their strong performance. Norman Liddell Elementary ranks in the top 20% of California elementary schools, with 46% of students proficient in math and 58% in reading. River Bluff Elementary and Rio Vista Middle School are both among the top 40% of K-12 schools in the state, and most recently, Madison Elementary was recognized as a California Distinguished School. These achievements are a testament to the district's dedication to student success and quality instruction.

The district celebrates its rich diversity, offering an inclusive environment that promotes cultural understanding and prepares students to thrive in a global society. Of the approximately 15,956 students enrolled, 13.9% are English Learners, 1.2% are foster youth, 0.7% are experiencing homelessness, 81% are from low-income households, and 10.9% are students with disabilities. The student population reflects a rich cultural mix: 61.3% Hispanic, 16.5% Asian, 10.8% White, and 7.7% African American. This diversity is a strength, and CUSD has taken proactive steps to support students through initiatives like the Equity Multiplier designation, which identifies and supports schools with high

student mobility and socioeconomic needs. This year, six schools earned this designation, including Pathway Community Day, Pathway Elementary, Pershing Continuation High School, Central Online Home School, Madison Elementary, and the Central Unified Alternative/Opportunity School.

Central Unified currently includes 14 elementary schools, 3 middle schools, 3 high schools, an alternative education high school, an online school, 2 community day schools, and an adult school. The district is continuing to expand to meet the needs of a growing student population. A new high school has recently opened, and a new elementary school is under construction with plans to open in the 2025–26 school year at the intersection of Shields and Brawley Avenues.

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

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

Reflections: Annual Performance

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

The Central USD Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. Central Unified School District is committed to improving learning outcomes for all students. A detailed analysis of the metrics contained in this plan is provided for each goal within this plan. Central USD continues with solid instruction on content appropriate for each grade level, with high levels of engagement and high expectations.

To re-engage chronically absent students, the district focuses on providing ongoing resources (hotspots, Chromebooks), deploying intensive attendance support services and staff, assigning staff for home visits and wellness checks, and providing mental health services. The district has collaborated with educators to accelerate learning, equity, and well-being. The work includes mining and employing re-engagement opportunities for students, adjusting tiers 1, 2, and 3 of Academic, Social-Emotional Learning (SEL), and Behavior Interventions to serve student needs and increase in-person mental health services. Academic support includes intervention and extended-day tutoring as needed, along with continued professional development for staff to support accelerated learning. Off time (summer, spring break) is used for academic academies and credit retrieval.

Additionally, staff have implemented diagnostic assessments, reading labs, after-school tutoring, and intensive monitoring of grade-level

instruction and assignments. During the school year, Central USD continued to implement the "Blueprint for Academic Success." This plan provided tactics for communicating with all sites, building the capacity of existing staff, providing feedback on implementation, and celebrating successes.

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 that students are ready to graduate, as well as to increase 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 option for students, the district acknowledges the significant impact that failing a course can have on a student. Several steps have been taken to support alternative pathways to graduation. First, academic counselors have worked to meet with all current high school students to develop a 4-year academic plan for their remaining high school years. 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 attend. To ensure that the Central Unified School District provides exemplary programs that serve all students, the district's blueprint for academic success includes steps to ensure that students progress toward achieving the highest performance level in state standards mastery. The district has committed to implementing small-group instruction that differentiates learning to meet every student's needs, Professional Learning Communities (PLCs) that frequently "huddle" around student data to improve outcomes, and providing ongoing, district-wide asynchronous and synchronous professional learning opportunities. The focus of the proposed professional development will be on continued professional learning that supports 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 collaboration 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, Homeless, and SWD for CCI.

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

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

Central High School,
- Math-Hispanic, SED & White
- CCI-SWD

COHS
- Math-Hispanic & SED

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

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

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

Hahn Phan Tilley
- ELA-EL

River Bluff
- Chronic Absenteeism (CA) – White

Harvest
- ELA-SWD
- CA-White

Herndon Barstow
- ELA-SWD
- Math-SWD

Houghton-Kearney
- Suspension-White

Madison
- ELA-SWD
- Math-SWD

Liddell
- CA-African American & SWD

McKinley
- CA-African American & SWD

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

Roosevelt
- ELA-EL & SWD
- Suspension-White

Teague
- ELA-African American
- Math- African American

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

All Local Indicators (Basics: Teacher, Instructional Materials, Facilities; Implementation of Academic Standards; Parent & Family Engagement; Local Climate Survey; and Access to Broad Course of Study) meet standard as measured by the CA Dashboard. The Central USD Blueprint for Academic Success highlights a math intervention targeting grade 3. Math professional learning includes aligning math standards mastery district-wide, with a targeted emphasis on coherence in practice for students. This strategy contains 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 knowledge will continue with another cohort that began during the 2024-25 school year, while the 23-24 cohort will continue to meet and build their capacity to support mathematical 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 providing staff for the site's "Thinkerys," which serve as a safe space for students to reflect on and contemplate their behavior choices or access support. 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 through the district's Multi-Tiered Systems of Support, focusing on student behavioral support and social-emotional learning (SEL).

The district believes that incorporating technology into the classroom is essential for promoting 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 the on-campus learning experience to households that lack adequate access to technology or Internet services for their students to use for educational purposes. With the support of the district administration and school board, the School2Home program has been expanded to meet 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's student technology programs provide equitable access to digital academic resources, accelerating positive learning both on campus and at home. The district will continue to monitor and assess student technology needs, planning 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 coaches or ISCs, 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 features engaging experiential learning that supports problem-solving and encourages thoughtful risk-taking by funding 6th-grade camps. These camps utilize an educational approach that incorporates Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking at each elementary site. Sixth-grade students experienced Scout Island, focusing 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.

The district completed a needs assessment to identify pupils in greatest need of learning recovery supports and the specific interventions, as outlined in EC 32526(d)(2), and plans to use funds apportioned through the Learning Recovery Emergency Block Grant (LREBG) under EC Section 32526 in the 2025–26 school year, as outlined in the Local Control and Accountability Plan (LCAP). Based on a comprehensive needs analysis of the 2024 California School Dashboard indicators, LREBG funding will support expanded paraprofessional services in classrooms (Goal 1, Action 3 – Multi-Tiered System of Support: Academic Tier 1). This utilization of funding will decrease or stabilize staff-to-pupil ratios and will be prioritized based on identified pupil learning needs. This action is detailed in a Memorandum of Understanding with our classified bargaining partners. It allows for increased services, up to $5 million annual expenditure during the allotted grant funding timeline (current cost for 25-26 estimated at $4,575,876). Progress will be monitored using existing metrics for Goal 1 (1.1 ELA and 1.2 Math CA Dashboard indicators). Central Unified will monitor growth in ELA and Math by subgroup, with specific targets for improvement by Fall 2026. For ELA, the district aims to reduce the overall distance from standard from 25 to 14.4 points, with targeted gains for key student groups such as Foster Youth (from 82.6 to 89.9 points below standard), Students with Disabilities (from 116.5 to 81.3), and Long-Term English Learners (from 107 points below standard to 11.83% prepared). In Math, the district targets an overall gain of 6 points (from 60.6 to 54.6 points below standard), with significant growth expected for groups such as Students with Disabilities (from 150.2 to 108.5) and Homeless Youth (from 147.5 to 116.1). The district has identified persistent academic gaps in English Language Arts and Math among Foster Youth, Students with Disabilities, and Homeless students—groups still disproportionately affected by the impacts of the COVID-19 pandemic. Dashboard data confirms significant performance gaps in these areas, and input from educational partners highlights the continued need for targeted instructional support.

Reflections: Technical Assistance

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

After the posting of the 2023 Dashboard, Central USD was identified for Differentiated Assistance (DA) based on the ELA, Math, Suspension Rate, and College Career Indicator for Foster Youth, Students with Disabilities, and Homeless Students. The district utilized outside consultants and vendors to support FY and Homeless students. These include Comprehensive Youth Services, All 4 Youth Mentors, and National Impact Mentoring. Central USD is currently working with the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team in a Network Improvement Community (NIC) with guidance from West Ed to ensure improvement areas noted above for students with disabilities. Additionally, Central USD provides administrative and instructional support to school sites and teachers. A systematic approach is utilized to continue increases in academic performance. Support staff members coached site administrators and teachers to improve best-first teaching practices, intervention systems, data analysis, and meet the social-emotional needs of students. Professional learning focused on balanced instruction, using common formative assessments, and unit planning.

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

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

The district partners with external service providers such as Comprehensive Youth Services, All 4 Youth Mentors, and National Impact Mentoring to deliver wraparound services that support the academic and social-emotional development of Foster Youth and Homeless students. In addition, Central USD collaborates with the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team. This partnership focuses on implementing evidence-based practices to address the specific improvement areas for Students with Disabilities through continuous improvement methodologies and data-driven decision-making. Internally, the district provides targeted administrative and instructional support to school sites through a systems-oriented approach designed to enhance teaching and learning. Central USD deploys instructional coaches and support staff to work directly with site administrators and teachers, focusing on strengthening Tier 1 instruction, refining intervention systems, and enhancing data-informed instructional planning. Professional learning is centered on high-leverage instructional strategies, including balanced literacy, the use of common formative assessments (CFAs), and standards-aligned unit planning.

These efforts are aligned with research on effective professional development, emphasizing job-embedded coaching, collaborative inquiry, and continuous cycles of improvement.

Furthermore, Central USD will continue to refine its districtwide Multi-Tiered System of Support (MTSS), integrating academic, behavioral, and social-emotional components to promote improved outcomes and engagement for LTEL, AI, SWD, FY, and HO students. The district also prioritizes meaningful parent engagement by offering workshops and capacity-building opportunities that empower families to serve as active partners in their children's education. By aligning resources and services with identified student needs, Central USD aims to reduce suspension rates, improve academic achievement and college readiness, and support the long-term success of historically underserved students.

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:

- 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 the 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.

As of the 2024-25 CDE notification, both Justin Garza High School and CLASS have exited CSI status. Ongoing monitoring and evaluation continues for Pershing High School.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents & Other Educational Partners	September 1, 2024- March 5, 2025, 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?". Educational partners were invited to attend Town Hall meetings held on the following dates and locations: February 13, 2025, at El Capitan Middle School; February 18, 2025, at Glacier Point Middle School; February 20, 2025, at Rio Vista Middle School; and February 27, 2025, at Biola Elementary. The LCAP survey remained open through April 4, 2025. During each Town Hall, district administration provided an overview of the current plan, with a focused emphasis on areas where the district has been identified for differentiated assistance. Following a presentation and an open Q&A session, attendees were invited to provide input through the survey. Staff were available to assist participants with completing the survey. All events offered interpretation services, meals, and childcare to ensure accessibility for families. Participants also received information about timelines and opportunities for continued engagement in the

Educational Partner(s)	Process for Engagement
	LCAP process. QR codes linking to the survey were shared to encourage additional participation and sharing within the community.
SELPA	District Special Education Staff met the requirement to consult with the SELPA to determine all specific actions for SWD that are included in the Central USD LCAP. Meetings hosted throughout the 2024-25 school year. Meetings were convened on September 12, 2024; October 24, 2024; November 13, 2024; January 21, 2025; February 13, 2025; March 18, 2025; April 10, 2025; and May 12, 2025.
MId Year Report	Per Senate Bill 114, the Mid-Year Report was reported to the board at the regularly scheduled meeting February 25, 2025.
Teachers	Between September 1, 2024, and March 5, 2025, teachers who attended any community event at a school site participated in a Google Form survey during the post-event evaluation. The survey included questions such as: “What is going well with the Central USD LCAP?”, “What should we change or stop doing as we consider a new LCAP plan?”, and “What have we NOT yet considered in implementing the LCAP?” Additional input was collected through a targeted survey administered from March 12 to April 4, 2025.
Principals & Other Administrators	Between September 1, 2024, and March 5, 2025, administrators who attended any community event at a school site participated in a Google Form survey as part of the post-event evaluation. The survey asked reflective questions such as: “What is going well with the Central USD LCAP?”, “What should we change or stop doing as we consider a new LCAP plan?”, and “What have we NOT yet considered in implementing the LCAP?” Additional feedback was gathered through a targeted survey administered from March 12 to April 4, 2025.
Classified & Other School Personnel	Between September 1, 2024, and March 5, 2025, classified staff and other non-certificated school personnel who attended community events at school sites were invited to complete a Google Form survey

Educational Partner(s)	Process for Engagement
	as part of the post-event evaluation. The survey included questions such as: “What is going well with the Central USD LCAP?”, “What should we change or stop doing as we consider a new LCAP plan?”, and “What have we NOT yet considered in implementing the LCAP?” Additional feedback was gathered through a targeted survey administered from March 12 to April 4, 2025.
Classified Bargaining Unit	March 3-7, 2025 per the CSEA request, a customized survey administered via communication with bargaining unit leadership.
Certificated Bargaining Unit	March 17, 2025, via virtual meeting with CUTA members to review the LCAP's current goals, and actions. Members offered comments and questions. Additional input was collected through a targeted survey administered from March 17 to 31, 2025.
Students	Students were invited to attend Town Hall meetings held on the following dates and locations: February 13, 2025, at El Capitan Middle School; February 18, 2025, at Glacier Point Middle School; February 20, 2025, at Rio Vista Middle School; and February 27, 2025, at Biola Elementary. Additional student surveys were emailed to secondary teachers for students to participate by giving their input from March 7-March 28, 2025
Equity Multiplier Schools by Site	Between April 8 and April 15, 2025, Madison Elementary, Central Online Home School, Pathway Community Day School, Pathway Elementary, Pershing Continuation High School, and the Central Learning Alternative School Site (CLASS) engaged educational partners through a survey to gather input on identified needs. Each Equity Multiplier site consulted with its educational partners to inform the development of the required focus goal specific to each school.
DELAC Input Session	On January 24, 2025, members met to review the current plan and discuss existing goals and actions. They participated in a goal-by-goal

Educational Partner(s)	Process for Engagement
	activity, identifying what was working, and what was not, and suggesting strategies for improvement. After sharing their input, members took part in a gallery walk to review each other's feedback, collaborate, and contribute additional ideas.
PAC Input Session	On March 24, 2025, members met to review the current plan and engage in a discussion about existing goals and actions. As part of the process, they completed an activity organized by goal, identifying what was working and what was not, and suggesting potential strategies for improvement. After providing their input, members participated in a roundtable discussion to collaborate and share additional insights with fellow committee members. Of note for this school year, the Central USD PAC includes student participation as well.
MPAC Input Session	Migrant Educational Roundtable (Parents) decided Migrant families would be invited to attend their home site Town Hall meetings. They attended Town Hall meetings held on the following dates and locations: February 13, 2025, at El Capitan Middle School; February 18, 2025, at Glacier Point Middle School; February 20, 2025, at Rio Vista Middle School; and February 27, 2025, at Biola Elementary. Staff sat with members to facilitate and interpret survey completion. The program leaders also sent out an MEP survey directly to the members via Parent Square on April 10-15, 2025.
Community Partners	Community partners were invited to attend Town Hall meetings held on the following dates and locations: February 13, 2025, at El Capitan Middle School; February 18, 2025, at Glacier Point Middle School; February 20, 2025, at Rio Vista Middle School; and February 27, 2025, at Biola Elementary. The LCAP survey remained open through April 4, 2025. During each Town Hall, district administration provided an overview of the current plan, with a focused emphasis on areas where the district has been identified for differentiated assistance. Following a presentation and an open Q&A session, attendees were invited to provide input through the survey. Staff were available to assist participants with completing the survey.

Educational Partner(s)	Process for Engagement
	All events offered interpretation services, meals, and childcare to ensure accessibility for families. Participants also received information about timelines and opportunities for continued engagement in the LCAP process. QR codes linking to the survey were shared to encourage additional participation and sharing within the community. Partners included: Centro La Familia Randys Closet Moreno Institute Highway City Community Development Fresno Distribution (Feeding Fresno) Showers of Hope PG&E HUD table
DELAC Draft LCAP for Superintendent Comments	May 23, 2025, 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 Dr. Eimear O'Brien, for review and response.
MPAC Draft LCAP for Superintendent Comments	May 23, 2025, 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 Dr. Eimear O'Brien for review and response.
PAC Draft LCAP for Superintendent Comments	At the 4th Quarter meeting on May 19, 2025, the completed draft plan was presented for educational partner review. Members received a summary of the most frequently cited suggestions gathered from across the district. They then participated in an interactive "book walk" of the draft, where key input was highlighted within the proposed plan. Attendees shared comments and posed questions directly to the superintendent, who forwarded them to Dr. Eimear O'Brien for review and response. Notably, this year's Central USD Parent Advisory Committee (PAC) includes student representatives, bringing valuable student voice into the district planning process.
Public Comment	Per Ed Code 52062(a)(2) the 10 day Public Comment Period - May 19-May 30, 2025

Educational Partner(s)	Process for Engagement
Public Hearing	Per Ed Code 52062 (e)(2) at the regular board meeting June 10, 2025
LCAP Adoption	Per Ed Code 52062 (b)(2) at the regular board meeting June 24, 2025
Local Indicators`	Presented with LCAP Adoption as per Ed Code 52064.5 (e)(2)
Budget Adoption	Per Ed Code 52062(b)(2) was adopted at the same meeting as 2025-26 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, including:

1. Strengthened Academic Support (ELA & Math)
   - Increase access to reading and math interventions
   - Add tutoring, after-school programs, and instructional aides
   - Offer PD on foundational skills and differentiation
   - Expand support for EL and SPED students (push-in services, updated curriculum)

2. Expanded Social-Emotional & Mental Health Services
   - Increase the number of school psychologists, counselors, social workers, and therapists
   - Integrate academic and emotional supports (whole-child approach)
   - Expand SEL programs and related PD
   - Address counselor caseloads for better student and staff support

3. Safe, Inclusive & Positive School Environments
   - Continue reducing suspensions through positive behavior systems
   - Strengthen supervision, discipline processes, and family communication
   - Create emotionally and physically safe spaces
   - Foster strong student-staff relationships to build belonging

4. Enhanced Support for English Learners
   - Hire more newcomer teachers and bilingual aides
   - Provide consistent EL interventions and push-in services
   - Deliver PD on effective EL instructional practices
   - Align EL supports with academic content and co-teaching

5. Increased Staffing, Resources & Training
   - Add aides, specialists, bilingual staff, and behavioral supports
   - Provide PD in SPED, SEL, and behavior management

- Reduce class sizes and improve student placement practices
- Ensure classrooms are well-equipped with materials and furniture

6. Improved Communication & Shared Ownership
- Strengthen two-way family-school communication
- Ensure consistent program implementation across sites
- Involve classified and support staff in LCAP planning

Equity Multiplier Schools (Goals 4-9)
-Students struggle most with math concepts like fractions, division, decimals, and measurement.
-Reading challenges include comprehension and vocabulary development.
-Improve school-to-home communication through ParentSquare, phone calls, and clear signage.
-Increase family engagement through culturally relevant and inclusive events.
-Provide targeted support for English learners and students with disabilities (SWD).
-Build trust and relationships through one-on-one support and consistent interaction.
-Expand after-school opportunities like trade programs, internships, and clubs.
-Promote student accountability and ownership of learning, including academic check-ins.
-Offer flexible, accessible meetings (Zoom and in-person) with language support.
-Boost academic success with tutoring, credit recovery, incentives, and enrichment activities (sports, music, arts).

Our Equity Multiplier schools met with their educational partners to identify key needs. Meeting dates were:

CLASS - 3/14/25 and 5/30/25
COHS - 2/11/25 and 5/21/25
Madison - 3/20/25 and 5/22/25
Pershing, Pathway EM, Pathway CDS - 2/27/25 and 6/5/25

Areas of significant need were identified, including stronger math and reading support, better home-school communication, expanded after-school opportunities, increased family engagement, and targeted support for English Learners and Students with Disabilities (SWD). These priorities are directly reflected in Goals 4 through 9 of the 2025–26 LCAP:

-Goal 4 (CLASS) and Goal 5 (Central Online) target math and ELA proficiency through Teaching Fellows, literacy-rich environments, and extended learning programs.
-Goal 6 (Pathway CDS) and Goal 7 (Pathway Elementary) prioritize social-emotional learning, college exposure, and behavior support to build trust and boost engagement.
-Goal 8 (Pershing) focuses on reducing suspensions and increasing college/career readiness through student liaisons, mentorship, and dual enrollment.
-Goal 9 (Madison Elementary) provides enhanced reading/math labs, collaborative teaching, IEP-aligned supports, expanded EL instructional time/supports, and family workshops—all tailored to support SWD, ELs, and reduce chronic absenteeism.

Educational Partner Input-
1. Strengthened Academic Support in ELA and Math (Town Halls, Students, Parent Advisory Committees/DELAC/PAC/MPAC, SELPA)

LCAP Actions-
- Action 1.3: Tier 1 Academic MTSS with specialized instruction, PD, and literacy/numeracy enhancements
- Action 1.4: Tier 2–3 MTSS with high-dose tutoring, reading labs, and extended-day learning
- Action 1.5 & 1.6: Data-informed PLC time and professional development with Instructional Support Coaches (ISCs)
- Action 1.13: Site-specific math interventions for subgroups including ELs, SWD, and African American students
- Action 1.12: Site-specific ELA supports including literacy interventions, collaboration time, and cultural responsiveness

Input-
2. Expanded Social-Emotional and Mental Health Services (Students, DELAC, PAC, & MPAC)

LCAP Actions-
- Action 2.3 & 2.4: Tiered SEL support including school-wide SEL frameworks, counseling services, and SAFE Team Involvement
- Action 2.6: Tier 2–3 behavioral supports (All 4 Youth clinicians, behavior aides, intervention counselors, SROs, and reflection "Thinkerys")
- Action 2.5: Tier 1 PBIS strategies and integration of culture/climate survey data

Input-
3. Focus on Safe, Inclusive, and Positive School Environments (Students, Town Halls, Parent Advisory Committees/DELAC/PAC/MPAC)

LCAP Actions-
- Action 2.5: PBIS implementation with restorative practices, classroom circles, and climate surveys
- Action 1.7: Site funds supporting welcoming school environments, PBIS incentives, and multicultural events
- Action 2.6: Supervision roles and behavior intervention teams for at-risk students

Input-
4. Enhanced Support for English Learners (Students, MPAC, DELAC & Town Halls)

LCAP Actions-
- Action 1.9: EL program investments—ELD training, added Newcomer teacher(s), in-class coaching (adding a TOSA for 7-12 coaching support), and supplemental resources
- Action 1.10: LTEL support with targeted training, goal-setting, and progress monitoring
- Action 1.14: Site-specific ELPI improvement efforts at Roosevelt, Herndon Barstow, and Justin Garza

Input-
5. Need for Greater Staffing, Resources, and Training (Teachers, Other Staff, Bargaining Units, PAC)

LCAP Actions-

- Action 1.6: Professional development and instructional support for teachers, especially for EL, LI, and FY
- Action 1.7 & 1.3: Site allocations based on student need (EL, FY, LI) and professional learning tied to academic support
- Action 2.2: Investment in appropriately credentialed staff and expanded course offerings
- Action 1.11: Collaboration with Fresno County Office to review systems and support low-performing student groups

Input-
6. Communication, Alignment, and Shared Ownership (Town Halls, Teachers, Other Staff, MPAC, DELAC)

LCAP Actions-
- Action 1.5: PLC time for data-sharing and progress monitoring
- Action 1.11: Collaborative needs assessment and monitoring for FY, SWD, and HO students
- Action 2.1: Additional counseling hours, interpreters, and Family Outreach Liaisons to support family-school partnerships
- Action 1.8 & 1.15: CCI improvements include better home-school communication and learning opportunities for EL and SWD students

The district deeply values input from educational partners, and we greatly honor their collaboration as a vital part of shaping meaningful goals and ensuring student success. Throughout the school year, Central USD gathered LCAP input from over 1,200 parents and educational partners through SSC, ELAC, DELAC, PAC, and MPAC meetings, as well as ongoing surveys. PARSEC REAL engagement included 60 parents and 56 students attending town halls, as well as 330 survey submissions. Teachers, union members, classified staff, and other personnel submitted over 300 responses combined. Students contributed meaningfully with 561 responses from unduplicated groups and an additional 25 from other students. Specific site-based and equity multiplier input came from high-participation schools, such as Madison, which submitted 316 parent and 426 student surveys, with additional input from COHS, CLASS, and the Pathway/Pershing Site Leadership Team, as well as student interviews.

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.

Analysis of the 2024 outcome data reveals that Central Unified continues to face significant academic challenges, particularly among its most vulnerable student populations. In English Language Arts (ELA), students overall scored 25 points below standard—a decline of 1.6 points from the 2023 baseline. Performance among subgroups remains concerning, with English Learners (EL) scoring 60.7 points below standard (a drop of 2.6 points), Foster Youth at 82.6 points below (a 16.1-point improvement), and Students with Disabilities (SWD) falling to 116.5 points below standard—a significant drop of 26.2 points. Homeless students also experienced a considerable decline, scoring 117.5 points below standard, 49.7 points worse than the prior year.

In Mathematics, while there was a slight overall improvement of 3 points (to 60.6 points below standard), significant declines were seen among key subgroups. SWD fell to 150.2 points below standard—a 32.7-point drop—and Homeless students dropped to 147.5, down 22.4 points. EL students improved slightly to 84.4 points below standard (+0.8 points), but remain well below target expectations. These results align with local feedback that identifies fractions, division, decimals, and measurements as particularly challenging areas in math.

College and Career Indicator (CCI) data show that 31.2% of students are considered “Prepared,” reflecting a 4.2% overall improvement. However, readiness remains low for key groups: only 7.2% of ELs and 6.1% of SWD are classified as prepared, though African American students saw notable growth (+13.3%, reaching 21%) and Foster Youth improved by 6.1%. A-G completion rates, critical for four-year college eligibility, declined across the board, dropping from 36% to 28% overall (–8%) and from 31% to 25.2% (–5.8%) for low-income students.

Science proficiency, measured through CAST, showed minor gains, increasing just 1.83% districtwide (to 22.5%). ELs (1.5%) and FY students (1.54%) remain underrepresented, mainly in those meeting or exceeding standards. Progress toward English language proficiency dropped overall from 52.7% to 50.4% (–2.3%), though individual schools like Roosevelt (+19.7%) and Herndon-Barstow (+14.1%) demonstrated localized improvement.

Early Assessment Program (EAP) data, which indicate college readiness, declined as well. ELA readiness fell from 44% to 41% (–3%), with low-income students experiencing an 8% drop. EAP math readiness remained static at 20%, but ELs and SWD both declined by 1%. AP pass rates also fell slightly to 70% overall (–2%), with low-income students dropping by 4%.

This data highlights the urgent need for strengthened academic support in ELA and math, targeted interventions for English learners, foster youth, and SWD, and increased access to culturally responsive curriculum and support structures. Furthermore, more substantial alignment between high school coursework and post-secondary readiness pathways—including A-G and CTE—will be essential to close equity gaps and ensure that all students graduate prepared for college, career, and civic life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts (ELA) Performance Indicator CA Dashboard	2023: Fall CA Dashboard ELA All-23.4 points below standard EL-58.1 points below standard FY-98.8 points below standard LI-31 points below standard SWD- 90.3 points below standard Homeless (HO)-67.8 points below standard Hispanic-33.3 points below standard African American (AA)-41.3 points below standard LTEL-8.83% Prepared	2024: Fall CA Dashboard ELA All- 25 points below standard EL- 60.7 points below standard FY- 82.6 points below standard LI- 33.2 points below standard SWD- 116.5 points below standard Homeless (HO) 117.5 points below standard Hispanic- 34.2 points below standard African American (AA)- 50.1 points below standard LTEL- 107 points below standard		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 LTEL- 11.83% Prepared	All- -1.6 EL- -2.6 FY- +16.1 LI- -2.2 SWD- -26.2 Homeless (HO)- -49.7 Hispanic- -0.9 African American (AA)- -8.8 LTEL- -13.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Math Performance Indicator CA Dashboard	2023: Fall CA Dashboard Math All-63.6 points below standard EL-85.6 points below standard FY-136.4 points below standard LI-71.3 points below standard SWD-117.5 points below standard 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	2024: Fall CA Dashboard Math All- 60.6 points below standard EL- 84.4 points below standard FY- 115.6 points below standard LI- 69.3 points below standard SWD- 150.2 points below standard HO- 147.5 points below standard Hispanic- 70.8 points below standard White- 30.9 points below standard AA- 91.5 points below standard LTEL- 162.1 points below standard		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	All- +3 EL- +0.8 FY- +20.8 LI- +2 SWD- -32.7 HO- -22.4 Hispanic- +4.2 White- -0.9 AA- +0.7 LTEL- -11.8
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: 2024 Data Source: CAASP All- 22.5% EL- 1.5 % FY- 1.54% LI- 19.96% HO- 11.6%		Data Year: 2025-26 Data Source: Dataquest All- 29.67% EL- 9.27% FY- 13.76% LI- 26.73% HO- 9%	All- +1.83% EL- +1.23% FY- -3.22% LI- +2.23% HO- NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 2023-24 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 41% EL- 23% FY- 15% LI- 39% SWD- 28%		Data Year: 2025-26 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 53% EL- 32% FY- 9% LI- 56% SWD- 41%	All- -3% EL- 0% FY- NA LI- -8% SWD- -4%
1.5	EAP Math	Data Year:2022-23 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 20% EL- 7% FY- * LI- 18% SWD- 10% *Less than 11 students - data not displayed for privacy	Data Year: 2023-24 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 20% EL- 6% FY- 7% LI- 17% SWD- 9%		Data Year: 2025-26 Data Source: CAASPP Pupils scoring conditionally ready or higher All- 29% EL- 6% FY- 9% LI- 27% SWD- 19%	All- 0% EL- -1% FY- NA LI- -1% SWD- -1%
1.6	Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Fall 2023: CA Dashboard-Local Indicator	Fall 2024: CA Dashboard Data Source: State Reflection Tool		Fall 2026: CA Dashboard- Data Source: State Reflection Tool	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Local Indicator 3.5 overall (between Initial and Full Implementation)	-Local Indicator 3.5 overall (between Initial and Full Implementation)		-Local Indicator 4.0 overall (Full Implementation)	
1.7	English Learner Progress Indicator (ELPI)	Fall 2023: CA Dashboard 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 language proficiency (Justin Garza)	Fall 2024: CA Dashboard 50.4 % making progress toward English language proficiency (LEA Level) 47.4 % making progress toward English language proficiency (Herndon-Barstow Elementary) 53 % making progress toward English language proficiency (Roosevelt Elementary) 46.8 % making progress toward English language proficiency (Justin Garza)		Fall 2026: CA Dashboard 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 (Roosevelt Elementary) 44.2% making progress towards English language proficiency (Justin Garza)	-2.3% making progress toward English language proficiency (LEA Level) +14.1% making progress toward English language proficiency (Herndon-Barstow Elementary) +19.7% making progress toward English language proficiency (Roosevelt Elementary) +11.1% making progress toward English language proficiency (Justin Garza)
1.8	EL Reclassification Rate	Data Year: 2023-24 Data Source: Aeries	Data Year: 2024-25		Data Year: 2026-27	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% 	Data Source: Aeries 20%		Data Source: Aeries 20%	
1.9	A-G Completion Rate	Data Year: 2022-23 Data Source: DataQuest All- 36% EL- 3% FY- * LI- 31% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2023-24 Data Source: DataQuest All- 28% EL- 13.4% FY- * LI- 25.2% SWD- 1% *Less than 11 students - data not displayed for privacy		Data Year: 2025-26 Data Source: DataQuest All- 45% EL- 22% FY- 9% LI- 40% SWD- 9%	All- -8% EL- +0.4% FY- * LI- -5.8% SWD: NA *Less than 11 students - data not displayed for privacy
1.10	CTE Pathway Completion Rate	Data Year: 2022-23 Data Source: Dashboard Additional Reports All- 98.8% EL- * FY- 98.7% LI- 100% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2023-24 Data Source: Dashboard Additional Reports All- 98.9% EL- * FY- * LI- 98.6% SWD- 100% *Less than 11 students - data not displayed for privacy		Data Year: 2025-26 Data Source:Dashboard Additional Reports All- 99% EL- 99% FY- 99% LI- 100% SWD- 99%	All- +0.1% EL- * FY- * LI- -5.8% SWD- -1% *Less than 11 students - data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	A-G Completion and CTE Pathway Completion Combined Rate	Data Year: 2023 Data Source: Dashboard Additional Reports All- 4.7 % EL- * FY- * LI- 4.4% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: 2024 Data Source: Dashboard Additional Reports All- 5.4% EL- 0% FY- * LI- 5.3% SWD- * *Less than 11 students - data not displayed for privacy		Data Year: 2025 Data Source: Dashboard Additional Reports All- 56% EL- 11% FY- 1% LI- 52.8% SWD- 11%	All- +0.7% EL- * FY- * LI- +0.9% SWD- * *Less than 11 students - data not displayed for privacy
1.12	AP Pupils Scoring 3 or higher on the yearly examination	Data Year: Summer 2023 Data Source: CollegeBoard All- 72% EL- * FY- * LI- 70% SWD- * *Less than 11 students - data not displayed for privacy	Data Year: Summer 2024 Data Source: CollegeBoard All- 70% EL- * FY- * LI- 66% SWD- * *Less than 11 students - data not displayed for privacy		Data Year: Summer 2026 Data Source: CollegeBoard All- 78.1% EL- 3.1% FY- 8.1% LI- 75.1% SWD- 53.1%	All- -2% EL- * FY- * LI- -4% SWD- * *Less than 11 students - data not displayed for privacy
1.13	College Career Indicator-CA Dashboard	Data Year: 2023 Data Source: CA Dashboard % Prepared: All- 27%	Data Year: 2024 Data Source: CA Dashboard % Prepared: All- 31.2%		Data Year: 2026 Data Source: Fall CA Dashboard % Prepared: All- 36 %	All- +4.2% EL- +1.5% FY- +6.1% LI- +4.6% SWD- +2.3% AA- +13.3% HO- +4.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- 5.8% FY- 0 % LI- 24% SWD- 3.8% AA- 7.6% HO- 5.3% LTEL- 3.4%	EL- 7.2% FY- 6.1% LI:- 28.6% SWD- 6.1% AA- 21% HO:- 10% LTEL- 8.2%		EL- 14.8% FY- 9% LI- 3% SWD- 12.8% AA- 16.6% HO- 30.9% LTEL- 12.4%	LTEL- +4.8%

Goal Analysis [2024-25]

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

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

Action 1 focuses on ensuring that all students in the Central Unified School District have access to core curriculum materials across all subject areas. This is confirmed each year through library services reports and the absence of any Williams complaints or violations. Teachers use standards maps to guide instruction and provide meaningful feedback. The district's core curriculum aligns with state frameworks and is chosen through a formal process that involves educational partners and includes professional development to support its use. Central USD has consistently supported Visual and Performing Arts (VAPA) programs as a vital part of a well-rounded education. The district's planned actions closely match what is being implemented, with little to no deviation.

Action 2 enhanced access to library services for Literacy Rich Schools in Central USD by providing additional support from instructional coaches to improve student academic performance. To promote equity, the district strengthened and expanded its library system, creating more literacy-rich environments to help close achievement gaps. Customized professional development focused on high-impact instructional strategies was conducted at schools based on performance gaps. At the secondary level, teacher librarians utilized Learn 360, digital tools, and the Fresno County SORA digital library. The district also expanded its collection of diverse books across all grade levels to ensure representation for all students. Planned actions were implemented as intended, with only minor adjustments.

Action 3 focused on implementing a Multi-Tiered System of Support (MTSS) for Tier 1 academic instruction across Central USD. The district emphasized the use of effective instructional practices to support all learners, including students who are academically struggling, students with disabilities, and gifted (GATE) students. All schools in Central Unified provided a range of Tier 1 academic support. Professional development in DMTI and CGI math continued to expand to additional grade levels. Ongoing classroom observations and instructional walk-throughs were conducted to ensure the effectiveness of Tier 1 instruction. Planned actions were closely aligned with actual implementation, with only minor discrepancies observed.

Action 4 supported the implementation of a Multi-Tiered System of Support (MTSS) for Tier 2 and Tier 3 academic interventions to address achievement gaps. This effort included additional staff, targeted instruction, and supplemental materials. Academic supports encompassed

math and ELA interventions, before- and after-school tutoring, paraprofessional assistance, Saturday School, and Summer School to meet students' individual needs. To strengthen these services, paraprofessional classroom support was extended to full-day coverage at identified sites. There were no significant differences between the planned actions and their actual implementation.

Action 5 focused on the use of assessment data and Professional Learning Communities (PLCs) to inform instruction. The district leveraged its data analytics system to streamline the collection, processing, and distribution of student performance data, enabling sites to make real-time instructional adjustments. Dedicated time was provided for PLCs to analyze this data for progress monitoring and instructional planning. Central Unified utilized iReady (K–8), NWEA MAP (9–12), Interim Assessment Blocks (IABs), Focused IABs (FIABs), Fountas & Pinnell (elementary reading), and common formative assessments. Data results were regularly shared with sites to support review and reflection. Grade-level and content-area PLCs used a reteach/reassess cycle to make instructional decisions and continuously monitor student progress. There were no significant discrepancies between the planned actions and their actual implementation.

Action 6 emphasized enhancing teacher capacity through professional development and support from Instructional Support Coaches (ISCs). The district provided comprehensive professional learning opportunities for teachers and support staff to strengthen instructional practices and assessment strategies. Eight ISCs were deployed to support implementation, ensuring that new learning was effectively applied in classrooms to accelerate student progress. The first part of the school year saw some vacancies, but once those were filled, the implementation closely aligned with the planned actions, with no significant discrepancies observed.

Action 7 provided funding allocations to all Central USD school sites based on the number of Foster Youth (FY), Low-Income (LI), and English Learner (EL) students enrolled. Sites effectively utilized these funds to support the strategies and actions outlined in their School Plans for Student Achievement (SPSAs). Targeted student groups received interventions and support informed by data analysis conducted within Professional Learning Communities (PLCs). Site usage of this funding was closely monitored within the context of the site's board-approved School Plan for Student Achievement. Some of the actions/strategies utilized were supplementary instructional materials for literacy and numeracy, ELD supplemental curriculum, intervention supplies or augmentations, technology hardware and software to support student access to supplementary materials and improved services, secondary credit retrieval, additional academic counseling, expanded career counseling, or college readiness, funding for creating welcoming school environments (PBIS Supports and Incentives, Parent Engagement, Community Celebrations, Multicultural Awareness), and funding educational enrichment trips/science experiences. The implementation of this action closely matched the planned actions, with no significant discrepancies.

Action 8 enabled Central USD to focus on College and Career Pathways, providing students with access to Career Technical Education (CTE) and dual enrollment opportunities. Pathways are based on student interest, industry input, and labor market trends, with a focus on increasing participation among underrepresented student groups. Culinary Arts is featured at Justin Garza High School, and Educational Careers pathways are hosted at Central East High School. Central High School Pathway includes a capstone course. Dual enrollment offerings have continued at Central High School, supporting the early college model, while Central East and Justin Garza High Schools have 12th-grade ELA and social studies dual enrollment courses. Baseline enrollment for SWD in CTE and dual enrollment is currently 7.7% and 0.64% for students experiencing homelessness. Planned actions were closely aligned with actual implementation, with minimal differences noted.

Action 9 outlined efforts to support English language proficiency for all English Learners (ELs). Central USD provided teacher training focused on deepening understanding of the ELA/ELD Framework to improve instructional practices. The district prioritized rapid language

acquisition and accelerated academic progress for newcomer students. The EL Services Supervisor managed the intake and classroom placement process for all EL students and led orientation workshops for parents of newcomers, helping families navigate the transition to the California school system. The implementation was consistent with the planned actions, with no significant discrepancies observed.

In Action 10, Central Unified has implemented a comprehensive plan to support the progress of Long-Term English Learners (LTELs). The district provides targeted teacher training in best practices such as focused language development, integrated ELD, culturally responsive teaching, and differentiated instruction to create a supportive learning environment. These practices are designed to address the unique challenges LTEL students face, helping them achieve language proficiency and academic success. Teachers have set clear goals for LTELs at the start of the school year, with regular progress monitoring after each assessment window to track growth. Additionally, the EL Services Department offers ongoing support and collaboration to close achievement gaps and facilitate the reclassification of LTELs. This strategic approach fosters positive outcomes for LTEL students, ensuring continuous progress and success. The action was implemented as planned, with no substantive differences between the planned actions and the actual execution.

Action 11 was implemented to address performance gaps for Foster Youth (FY), Students with Disabilities (SWD), and Homeless students (HO) in ELA, Math, and College and Career Indicators (CCI). Central USD worked closely with the Fresno County Superintendent of Schools (FCSS) to review data and identify the root causes behind the low performance in these areas. The district took a collaborative approach by involving administrators, teachers, counselors, psychologists, and county experts to continuously evaluate and improve academic and college preparedness systems. This process included a needs assessment and the implementation of strategies aimed at supporting the success of these students. A key initiative was enhancing Career Technical Education (CTE) courses by obtaining A-G approval, allowing students to meet both graduation and college eligibility requirements. The team met regularly, with quarterly check-ins to track progress and adjust strategies as needed. The consistent focus on progress monitoring and access to college preparedness resources provided the necessary support for these students to improve academically and prepare for future opportunities. Overall, the planned actions were carried out as intended, with no significant differences between the plan and actual implementation, resulting in effective support for these students and better alignment with their needs.

Action 12 focused on improving English Language Arts (ELA) skills for Students with Disabilities (SWD), English Learners (EL), and African American (AA) students, and showed solid progress. Nine schools in Central USD were identified as needing extra help based on their performance data. One of the main strategies was improving teamwork between general education and special education teachers. For example, Central East High School provided teachers with planning time to better collaborate, ensuring SWD students received more tailored support. Similarly, Glacier Point Middle School worked with other schools to develop best practices for supporting SWD students in accessing grade-level content. Schools also bought supplemental materials to support student learning. El Capitan Middle School, for example, extended learning time through after-school programs to help SWD and EL students. Teague Elementary added books reflecting African American culture to engage students and improve their reading comprehension. Hahn Phan Tilley targeted ELA performance for ELs and LTELs, focusing on small group instruction and improving tier 1 supports by contracting with Teaching Fellows. Harvest Elementary targeted SWD ELA performance by enhancing collaboration between regular classroom teachers and SPED staff, supporting the students with disabilities. Ongoing professional development and regular team meetings helped staff stay focused on student needs. At Roosevelt Elementary, teachers participated in training to improve literacy support, while Herndon Barstow and Madison Elementary used assessments to track student progress and adjust instruction accordingly. Overall, the action was carried out with minimal differences between the plan and what was implemented. The strategies helped provide better support for SWD, EL, and AA students, and Central USD is set to continue seeing improvements in student outcomes in the coming year.

Action 13 is targeted at improving Mathematics proficiency for student groups with low scores on the California Dashboard. Eight Central USD schools implemented targeted actions for Students with Disabilities (SWD), English Learners (EL), Hispanic, African American, and low-income students. Across all schools, professional development focused on critical thinking, problem-solving, and social-emotional learning was provided for teachers. Central East High and Central High ensured teachers had dedicated time to analyze student data and improve support for at-risk students. Glacier Point Middle and Rio Vista Middle emphasized differentiated instruction and assessment strategies to address the needs of diverse learners, with a focus on SWD and Hispanic students. Teachers received release time to analyze data and adjust their teaching approaches. El Capitan Middle offered scaffolded instruction and extended learning opportunities for SWD and EL students. At the same time, Herndon Barstow and Madison Elementary focused on professional development and extended learning time to support math proficiency. Teague Elementary engaged African American students through hands-on learning and offered parent workshops to help families support math learning at home. Overall, the action was successfully implemented with no significant discrepancies between the plan and execution, ensuring that targeted students received the support they needed for math proficiency.

Action 14 focused on ELPI Improvement (Site Specific). This action was fully implemented at all sites (Roosevelt, Herndon-Barstow, and Justin Garza). Monitored actions included a series of professional development sessions for all staff, with follow-up coaching and collaboration during PLC time to ensure capacity building for teachers as they implemented learned strategies. Administration conducted calibrated walk-throughs with the district office EL services staff to observe and provide feedback to teachers.

Action 15 aimed to improve CCI (Site Specific) for student groups identified as performing in the red or very low level on the 2023 California Dashboard. At Central East High School, targeted actions were implemented to support Students with Disabilities (SWD) and English Learners (EL), such as expanding counseling services (extended services in the evenings and during break) and improving communication and learning opportunities for students and their families by expanding family outreach liaison services. Central High School implemented comprehensive support measures for students with disabilities (SWD), including enhanced counseling resources, extended hours, and targeted family outreach initiatives. These efforts included regular parent square communications, advance notifications for upcoming events, and the provision of childcare and transportation as required.

Action 16 was fully implemented and addressed College and Career Readiness for African American, Homeless, & Low Income or LI Students. This action provided capacity building for teachers and staff, enabling them to create a culturally rich learning environment that fosters self-confidence, self-awareness, and appreciation for the positive contributions of their culture. The professional learning also promoted awareness on campus about the challenges faced by AA, LI, and homeless students to foster empathy and support. The district provided workshops on study skills, time management, and stress management in addition to providing field trips and enrichment opportunities that incorporate all student groups identified in this action, with particular attention paid to the rich and empowering history of African and African American contributors, to promote personal healing, self-cultural awareness, and a community-building mindset. Central offered specialized career counseling to help students navigate job opportunities and build resumes.

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

Action 1- Access to CORE: Expenditures exceeded the original budget by $1,956,230 due to an incorrect budget setup in Resource 63000 at the start of the fiscal year, which underrepresented anticipated costs.

Action 2- Literacy Rich Schools: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3- MTSS Academic Support Tier 1: Underspent by $5,335,992 due to fluctuations of salary and benefit costs, in which projections overestimated total expenditures in the allocation.

Action 4- MTSS Academic Tier 2–3: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5- Assessment & Professional Learning: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 6- Professional Development & Instructional Support Coaches: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 7-Instructional Support for Sites: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 8- College & Career Indicator: Expenditures exceeded the original budget by $444,913 between Budgeted Expenditures and Estimated Actual Expenditures. This overage was due to salary increases in step and column, as well as additional materials provided for CTE and dual enrollment courses.

Action 9- English Learner Programs: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 10- District Long-Term English Learner Academic Progress: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 11- Differentiated Assistance ELA, Math & CCI: Unspent funds of $5,388 are due to anticipated expenses to support collaborative work being lower than estimated (release time and collaborative support materials).

Action 12- ELA Proficiency (Site Specific): There is an unspent balance of $22,374 due to position vacancies (salary & benefits early in the school year) and professional learning sessions deferred until summer sessions. In addition, anticipated release days for Professional

learning requiring substitute days were not as extensive or original as anticipated. Vacancies were filled mid-year, allowing for full implementation of this action.

Action 13- Math Proficiency (Site Specific): There is an unspent amount of $ 9,261 due to position vacancies (salary & benefits) and professional learning sessions deferred until summer sessions. In addition, anticipated release days for Professional learning requiring substitute days were not as extensive or original as anticipated.

Action 14- ELPI Improvement (Site Specific): There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 15- CCI (Site Specific): There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 16 - African American, Homeless, Low-Income Student Success: $5,000 of the $8,000 allocation was spent on an African American Student Sponsorship event hosted by FCSS on February 4, 2025, at the Fresno Convention Center. Expenses were not as much as initially projected.

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

Action 1 – Access to Core Curriculum
This action was effectively implemented, ensuring all students had access to core instructional materials with no Williams complaints reported. However, academic performance did not improve overall, and some subgroups saw declines, indicating that access alone is insufficient. Continued refinement and stronger instructional supports are needed to translate access into achievement gains. Overall, this action was deemed partially effective for the 24-25 SY.

Action 2 – Literacy-Rich Schools
This action was implemented as planned, enhancing library access through media technicians, teacher-librarians, diverse texts, and digital tools. The aim was to increase English Language Arts (ELA) and English Language Proficiency Indicator (ELPI) scores, particularly for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. While localized growth in ELPI was seen at Roosevelt (+19.7%) and Herndon-Barstow (+14.1%), districtwide ELPI progress declined from 52.7% to 50.4% (–2.3%), indicating uneven impact. ELA outcomes also fell or remained stagnant for key subgroups: EL declined by 2.6 points, LI by 2.2 points, and African American students by 8.8 points. These results suggest that while this action shows promise at select sites, broader implementation has not yet led to measurable academic improvement for the target student groups. More time and refinement are needed, especially in ensuring that access to literacy resources directly translates to improved reading comprehension and performance for EL and underserved students. This action was partially effective.

Action 3 – MTSS Tier 1 Instruction
Tier 1 support was implemented with professional development and instructional tools. Math scores improved slightly overall, and FY showed strong growth; however, SWD and Homeless students experienced significant declines. The action is partially effective and will require more focused support and time to improve outcomes for the most impacted students.

Action 4 – MTSS Academic Tier 2–3
This action was fully implemented and included extended learning, high-dose tutoring, intersession and summer school, paraprofessional support, and targeted instruction. Despite the robust design, outcomes for key subgroups indicate limited academic impact. SWD declined 26.2 points in ELA and 32.7 in math. Homeless students dropped 49.7 points in ELA and 22.4 points in math, and LTELs fell 13.8 points in ELA and 11.8 points in math. Although FY students showed gains (e.g., +16.1 in ELA and +20.8 in math), the widespread declines for other high-need groups raise concerns. The persistent gaps suggest that while the structure and access were in place, the interventions lacked sufficient differentiation or intensity to meet the specific learning needs of all students. The action will require targeted refinement, especially in how Tier 2 and Tier 3 services are aligned to student data, and more time to produce consistent results across subgroups. The district deems this action partially effective in the 24-25 SY.

Action 5 – Assessment & PLCs
PLCs and assessment systems were implemented as planned; however, key outcome metrics, such as EAP scores, declined or remained stagnant. This indicates that the action is not yet demonstrating effectiveness in improving student outcomes. Additional time and targeted coaching support are necessary to strengthen educators' use of data to inform instruction, particularly to accelerate progress for low-income (LI) students and students with disabilities (SWD).

Action 6 – Professional Development & Instructional Support Coaches
Professional development and instructional coaching were implemented with fidelity following initial staffing delays. This strategy was designed to build educator capacity in evidence-based instruction and culturally responsive teaching, with an emphasis on improving outcomes for low-income (LI) students, English Learners (EL), and Foster Youth (FY). While the infrastructure to support this action was restored mid-year, outcome data indicate that the implementation has not yet produced significant academic gains for the targeted student groups. In English Language Arts (ELA), the 2024 CAASPP results show that LI students scored 33.2 points below the standard, EL students scored 60.7 points below, and FY students scored 82.6 points below the standard. In comparison, the all-student group scored 25 points below standard. Although FY students demonstrated some improvement from the prior year, their performance remains well below standard. In Mathematics, the pattern is similar: LI students scored 69.3 points below standard, EL students 84.4 points below, and FY students 115.6 points below, while the all-student group scored 60.6 points below standard. Early Assessment Program (EAP) data for 2023–24 further reinforce the limited progress. Only 23 percent of EL students, 15 percent of FY students, and 39 percent of LI students were deemed conditionally ready or higher in ELA, compared to 41 percent of all students. In Math, only 6 percent of EL students, 7 percent of FY students, and 17 percent of LI students met the same readiness threshold, while 20 percent of all students reached this level. These results point to the persistent performance gaps that remain for the student groups this action is intended to support. The lack of measurable academic growth suggests that, while the foundational systems for professional learning and coaching have been reestablished, the work has not yet been fully integrated into classroom practice in a way that drives instructional change. A recent needs assessment and feedback from educational partners confirm that teachers require more targeted support to address the diverse learning needs of their students. Instructional Support Coaches are essential to this effort, as they provide ongoing, job-embedded coaching to help educators use formative assessment data, implement differentiated strategies, and apply culturally and linguistically responsive practices. At this stage, the action is best described as partially effective. Continued implementation, with a greater focus on the effectiveness of professional learning cycles and a deeper integration of evidence-based practices into daily instruction, is crucial to improving student outcomes. Over time, and with sustained support, this action has the potential to positively impact achievement for LI, EL, and FY students.

Action 7 – Instructional Supplemental Support for Sites
This action allocated funding directly to school sites to enhance academic interventions, support English Language Development (ELD), provide literacy and numeracy materials, expand college and career counseling, and promote student and family engagement programs. While implementation occurred as planned and resources were made available, performance data indicate that the supports did not result in measurable academic gains for the targeted student groups, leading to the determination that this action was only partially effective. Low-income (LI) students, for example, experienced a 5.8 percent drop in A–G completion and a 4 percent decrease in AP exam pass rates. Their performance on the CAASPP English Language Arts (ELA) assessment also declined by 2.2 points. Similarly, English Learners (EL) and Students with Disabilities (SWD) showed stagnation or regression across key indicators, including Early Assessment Program (EAP) readiness and California Science Test (CAST) outcomes. These patterns suggest a disconnect between the availability of supplemental resources and their direct impact on student achievement, particularly for those with the greatest needs. Math performance further underscores the limited effectiveness of this action. On the 2024 CAASPP, LI students scored 69.3 points below standard in Math, EL students scored 84.4 points below, and Foster Youth (FY) students scored 115.6 points below, while the all-student group scored 60.6 points below standard. These persistent and substantial gaps in Math achievement highlight a need for more precise and responsive instructional supports. Despite investments in numeracy materials and academic interventions, the data suggest that site-level strategies did not adequately address the foundational math needs of these student groups. Although funding was provided and initiatives were implemented at the site level, the overall lack of academic improvement suggests that the supports may not have been effectively targeted or aligned to the most urgent learning gaps. This action would benefit from a more structured approach to monitoring the implementation and impact of site-based strategies. Refining how schools identify and apply interventions—based on real-time student data—will be essential for improving outcomes. Additionally, extending the timeline for evaluation and strengthening the connection between resource allocation and instructional effectiveness will be crucial to maximizing the impact of this action, especially for students with LI, EL, SWD, and FY needs.

Action 8 – College & Career Indicator – CTE & Dual Enrollment
This action was effective. The CCI improved districtwide (+4.2%), with substantial gains for African American and Foster Youth students. While A-G completion declined, the expansion of CTE and dual enrollment helped increase college and career readiness.

Action 9 – English Learner Programs
This action provided professional development, instructional coaching, support for newcomer teachers, and centralized English Language (EL) services. While there are signs of progress—such as a 2% increase in reclassification and substantial ELPI gains at Roosevelt (+19.7%) and Herndon-Barstow (+14.1%)—districtwide results remain mixed, leading the district to conclude that this action is only partially effective at this time. Overall progress toward English proficiency declined from 52.7% to 50.4%, and academic growth was limited. EL students' ELA scores dropped by 2.6 points, and Math scores improved by just 0.8 points. College and Career readiness is a significant concern. Only 7.2% of ELs are considered "Prepared" on the CCI, compared to 31.2% of all students. Long-Term English Learners (LTELs) perform similarly, with only 8.2% meeting the standard. Although A–G completion for ELs improved from 3% to 13.4%, this still falls well below the 28% districtwide rate. These results point to uneven implementation and a need for stronger, more consistent support. Feedback from educational partners—particularly English language (EL) families—underscores the need for enhanced services. To improve outcomes, Central Unified will expand access to tutoring, mentoring, and counseling, improve intake and placement processes, and scale site-based models that have shown success. Continued investment in coaching, newcomer support, and tighter monitoring of language and academic progress will be key to increasing effectiveness and equity across the district.

Action 10 – Long-Term English Learner (LTEL) Progress

Despite the implementation of structured supports such as targeted teacher training, progress monitoring, and differentiated instruction for LTELs, this group experienced significant academic declines. LTELs dropped 13.8 points in ELA and 11.8 in math, making them one of the lowest-performing subgroups. These results suggest that current strategies have not yet been effective for LTELs, likely due to the complexity of academic gaps that require more intensive and sustained support. As noted above, there are signs of progress for ELs overall—such as a 2% increase in reclassification and substantial ELPI gains at Roosevelt (+19.7%) and Herndon-Barstow (+14.1%)—districtwide results remain mixed, leading the district to conclude that this action is only partially effective at this time. Overall progress toward English proficiency declined from 52.7% to 50.4%, and academic growth was limited. EL students' ELA scores dropped by 2.6 points, and Math scores improved by just 0.8 points. To be seen as effective, this action will require refinement, including better use of diagnostic data, expanded academic intervention models, and increased professional development for secondary sites. More time is needed for these improvements to take root, along with a sharpened focus on integrating language development into content instruction. Implementation for the 24-25 SY was only partially effective.

Action 11 – Differentiated Assistance: ELA, Math, & CCI
This action focused on improving outcomes for Foster Youth (FY), Students with Disabilities (SWD), Homeless Youth, and students through data-driven collaboration with the Fresno County Superintendent of Schools (FCSS). While implementation included quarterly improvement cycles and multi-tiered teams, performance data show limited impact to date. In ELA, SWD declined sharply, dropping 26.2 points to 116.5 points below standard, and LTELs fell 13.8 points to 107 points below. Homeless students saw a significant 49.7-point decline. Foster Youth showed some improvement (+16.2 points) but still performed far below standard. In Math, SWD dropped 32.7 points to 150.2 below standard, and Homeless students declined by 22.4 points. Only FY saw notable growth, improving by 20.8 points. On the College/Career Indicator (CCI), progress was modest. Preparedness among FY rose from 0% to 6.1%, SWD from 3.8% to 6.1%, and LTELs from 3.4% to 8.2%, but all remained far below the 31.2% rate for all students. Overall, while the structure of this action provides a solid foundation for systems improvement, current data indicate that it has not yet yielded the academic and college readiness gains needed for the most impacted student groups. As such, the action is not yet effective and will require deeper alignment between identified student needs, targeted strategies, and measurable outcomes.

Action 12 – ELA Proficiency (Site Specific)
Across schools, implementing required actions for student groups identified as needing support — specifically, Students with Disabilities (SWD), English Learners (ELs), and African American students —resulted in mixed outcomes, with clear distinctions between effective and ineffective implementation. Effective implementation was demonstrated at several sites where targeted strategies correlated with measurable student gains. At El Capitan Middle School, students with disabilities (SWD) improved by 28.1 points and English Language (EL) students by 4.6 points, underscoring the effectiveness of extended learning, collaboration, and focused professional development. Similarly, Hanh Phan Tilley Elementary saw an 18.7-point increase among English Language (EL) students, reflecting the success of push-in academic support and expanded learning time. Madison Elementary reported a 24.1-point improvement for students with disabilities (SWD), indicating effective practices in diagnostic assessment and co-planning across instructional teams. At Herndon Barstow Elementary, SWD improved by 6.5 points, suggesting early positive effects from PLC collaboration and progress monitoring. Additionally, Teague Elementary noted a 9.5-point gain among African American students, supporting the effectiveness of culturally responsive curriculum and targeted reading strategies. In contrast, ineffective implementation was evident at schools where interventions failed to produce gains or resulted in declines. Central East High School experienced a 48.6-point drop among students with disabilities (SWD), despite providing planning time and supplemental materials, indicating that these supports were ineffective or insufficiently targeted. Glacier Point Middle School experienced a 19-point decline in SWD, indicating that cross-site collaboration and resource sharing had not yet yielded positive outcomes. At Harvest Elementary, a 32.3-

point decline among students with disabilities (SWD) indicated that efforts to improve general and special education collaboration were ineffective in practice. Finally, Roosevelt Elementary experienced significant setbacks, with a 43.6-point drop for students with disabilities (SWD) and a 5.9-point decline for English language learners (ELs), revealing that professional learning and collaboration initiatives were either misaligned or inconsistently implemented. Sites emphasizing data-driven instruction, collaborative planning, and extended learning time were effective in improving student outcomes, whereas those lacking targeted implementation and alignment yielded ineffective results. Moving forward, underperforming schools will intensify supports, recalibrate instructional strategies, and ensure consistent, high-fidelity execution to achieve equitable progress..

Action 13 – Math Proficiency (Site Specific)
The 2024 CA Dashboard results indicate that several schools effectively implemented their action plans, resulting in measurable improvements in mathematics proficiency for targeted student groups. El Capitan Middle School demonstrated substantial gains across all groups: All Students improved by 15.5 points, students with disabilities (SWD) by 12.3 points, English Language (EL) learners by 15.8 points, and Hispanic students by 17.5 points. These outcomes suggest that scaffolded instruction, extended learning opportunities, and professional collaboration were effective. Central High School also showed notable success, with All Students improving by 23.7 points, LI students by 23.3, White students by 60.1, and Hispanic students by 35.3. Their comprehensive approach—combining professional development, PLC data analysis, and targeted support—proved highly effective. Glacier Point Middle School saw a 14.6-point gain among African American students, suggesting differentiated instruction had a positive impact for that group, although results for SWD were less promising. Madison Elementary School also demonstrated early signs of effectiveness, with a 6-point increase in student achievement for students with disabilities (SWD) attributed to extended learning and aligned professional development.
In contrast, several schools showed ineffective implementation or results that suggest the need for more time and refinement. Central East High School experienced a decline of 6.4 points for EL students and 22.8 points for SWD, despite implementing professional development and academic support, indicating that these actions did not effectively address student needs. Rio Vista Middle School experienced a significant 55.5-point decline in SWD, suggesting that instructional support and collaboration efforts have yet to yield positive results and require closer monitoring. Herndon Barstow Elementary also saw a 24.1-point drop for students with disabilities (SWD), indicating that collaboration time and teacher training were insufficient in impacting outcomes. Teague Elementary School experienced a 25.8-point decline in test scores for African American students, suggesting that culturally responsive strategies and family outreach have not yet been effective and may require deeper integration and additional time for implementation. These patterns highlight the importance of consistent progress monitoring, better alignment of strategies to student needs, and greater fidelity in execution.

Action 14 – ELPI Improvement (Site Specific)
This action was effective at specific sites, with substantial ELPI gains at Roosevelt, Herndon-Barstow, and Justin Garza. Continued implementation and broader application of site-level successes will help scale impact across the district.

Action 15 – CCI (Site Specific)
This action focuses on improving the College and Career Indicator (CCI) for student groups identified as performing in the red or very low level on the 2023 California Dashboard. At Central East High School, targeted actions were implemented for Students with Disabilities (SWD) and English Learners (EL), including increased counseling services and enhanced communication and learning opportunities for students and their families. However, according to the 2024 CA Dashboard, both groups declined in CCI performance—SWD declined by 2.8% and EL declined by 2.1%. These outcomes indicate that the actions were ineffective. To improve results in 2025–26, best practices suggest refining the action by providing more personalized academic planning and enhancing culturally and linguistically responsive family

engagement. In contrast, Central High School implemented similar actions to support students with disabilities (SWD), including additional counseling resources and family outreach. These efforts resulted in a significant 8.3% increase in the percentage of SWD classified as "Prepared" on the 2024 Dashboard, indicating the action was effective. The success at Central High suggests that sustained, focused support for students with disabilities (SWD)—including early pathway awareness and consistent communication with families—can positively impact CCI outcomes. Moving forward, the site should continue these strategies.

Action 16 – African American, Homeless, LI Student Support
Culturally responsive events, professional learning, and engagement strategies resulted in a 13.3% CCI gain for African American students and a 4.7% gain for Homeless students. However, both groups experienced significant declines in academic performance. This action appears effective in boosting engagement but will need stronger integration with academic interventions to support student achievement more fully.

Central Unified remains committed to advancing equity and achievement through culturally affirming practices and meaningful engagement with our students and educational partners. While our Year 1 data indicate early signs of progress in college and career readiness and engagement for historically underserved groups, we recognize that further refinement and sustained implementation are necessary to translate these efforts into consistent academic gains. Through continued collaboration, targeted support, and a focus on responsive instruction, we will build on our foundation to ensure that every student thrives.

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.

Changes for the 25-26 SY will include adding EL and LI data to the metrics above, as well as clarifying the LTEL data added to metrics 1.1, 1.2, and 1.13. Additionally, the district added LREBG funding to action 1.3, clarified language to action 1.4, and added vice principals, support staff, and intervention teachers specifically. Local indicator rating details were added to 1.6, and increased support language was added to action 1.9. The district updated action 1.13 to include a focus on new student groups performing low on the CA Dashboard. Finally, in action 1.4, the district removed homeless students from the identified metrics in the increased and improved services sections.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access To Core	Central USD will provide access to core curriculum materials in all content areas: • Math • ELA	$548,812.74	No

Action #	Title	Description	Total Funds	Contributing
		• ELD • Science • Social Science • VAPA • PE		
1.2	Literacy Rich Schools	To ensure Literacy Rich Schools Improve ELA & ELPI Scores, Central will provide the following: • Access to literacy-rich libraries and support staff • Secondary school teacher-librarians - professional learning and extended hours • Media Techs - professional learning and extended hours • E-books and digital resources in various languages • Materials, Books, and online subscriptions	$3,462,539.93	Yes
1.3	Multi-Tiered System of Support Academic Tier 1	Central USD is committed to academic achievement for all students, including those who are struggling academically, have disabilities, or are gifted. When we examined the root causes of ELA LEA level 'reds' for FY and SWD and math LEA level 'reds' for FY, SWD, and homeless students, we found a common need among these student groups, including increasing targeted professional development for staff and strategic academic support. To address these LEA-level 'red' groups, the district will strengthen Tier 1 instruction by providing supplemental ELA and math materials, strategic academic supports, and targeted professional development for staff, including Special Education, GATE, and Migrant programs. Key initiatives include LETRS training for elementary teachers and administrators, a revised K–2 literacy plan, specialized paraprofessional support, and updated math and literacy professional development aligned to the state frameworks. To meet this need, the district will:	$47,800,055.42	No

Action #	Title	Description	Total Funds	Contributing
		• Provide Tier 1 services to all students (including Foster Youth, Students with Disabilities, and the Homeless), by offering supplemental ELA and Math materials with specialized instruction, and specialized paraprofessional support to enhance literacy and numeracy • Ensure that staff, including certificated, classified, Special Education, GATE, and Migrant personnel, are equipped to meet the needs of all Tier 1 students by providing professional learning support and administrative monitoring of implementation • Implement a Blueprint for Academic Success strategically designed to support English Learners and special education students • Provide LETRS professional development for elementary teachers and administrators • Revise the K-2 literacy plan, updating the professional learning in LETRS and supplemental materials • Revised math and literacy professional development plan for teachers and administrators The district will provide LREBG (Learning Recovery Emergency Block Grant) funds, which will be used in the 2025–26 fiscal year to provide expert paraprofessional support in Kindergarten and Special Education classrooms. Progress will be tracked using ELA and math indicators from Goal 1 metrics 1.1 and 1.2. This approach aligns with allowable LREBG uses, focusing on learning recovery, expanding early literacy, and supporting implementation through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. This utilization of LREBG funding will decrease or stabilize staff-to-pupil ratios and will be prioritized based on identified pupil learning needs. This action is detailed in a Memorandum of Understanding with our classified bargaining partners. It allows for increased services, up to $5 million annual expenditure during the allotted grant funding timeline (current cost for 25-26 estimated at $4,575,876). Educational research consistently shows that targeted small group instruction and reduced student-to-adult ratios improve student learning outcomes by allowing for more individualized feedback, timely intervention, and tailored instructional strategies that meet specific learning needs. Smaller groups increase student engagement and participation, while enabling educators to more		

Action #	Title	Description	Total Funds	Contributing
		closely monitor progress and address misconceptions in real time. Providing Tier 1 instruction with supplemental ELA and math materials ensures these high-need students access grade-level content through differentiated supports. Research confirms that inclusive, high-quality core instruction combined with specialized scaffolds improves outcomes for at-risk groups. Ongoing professional learning for all staff—especially those working with Foster Youth, SWD, and Homeless students—enhances their ability to deliver practical, inclusive instruction. Professional development builds teachers' capacity to provide evidence-based early literacy instruction, which is critical for vulnerable student groups who often enter school with learning gaps. Research supports its effectiveness in improving foundational reading skills among struggling readers. Revising the K–2 literacy plan to include updated LETRS training and materials ensures early interventions are in place for students at risk of falling behind, such as Foster and Homeless Youth, and those receiving special education services. Improved professional development in math and literacy equips educators with the strategies needed to support students facing learning disruptions or trauma. This action will utilize an estimated amount of $4,575,876 from the LREBG fund to be braided with other state and federal funding to address the following areas of lowest performance on the 2023 Dashboard: ELA: FY, SWD Math: FY, Homeless, SWD		
1.4	Multi-Tiered System of Support-Academic Tier 2-3	Central will provide the following Multi-Tiered System of Support-Academic Tier 2-3: • Intervention during the school day • High Dose Tutoring • Reading Lab Teachers • Extended-day learning (ELO-P) • Paraprofessionals to accelerate literacy and language acquisition (Biola, Hahn Phan, Tilley, Madison, Teague, Roosevelt, Steinbeck, & McKinley)	$28,509,737.37	Yes

Action #	Title	Description	Total Funds	Contributing
		• Intercession and Summer School • Summer School Teacher Push-in Support for ELs • PLC with a focus on services for EL, LI, and FY students • Vice principals and support staff will be deployed to provide targeted services • Intervention teachers		
1.5	Assessment & Professional Learning Communities (PLCs)	Central USD will conduct common formative and summative assessments for core subjects. The district will: • Utilize systematic data analysis • Streamline data processing and distribution, providing real-time insights for instructional adjustments • Dedicated PLC time allocated to monitor progress and adapt instruction accordingly	$240,000.00	No
1.6	Professional Development & Instructional Support Coaches	Central USD has shown some improvement in ELA and Mathematics Performance Indicators. Still, continued support is needed to provide professional learning to the classroom teachers and improve student learning outcomes, especially for LI, EL, and FY students (as noted in the identified needs section above). To address the need for improved academic achievement for LI, EL, & FY students, Central USD will provide: • Professional development for Pre-K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity with a specific focus on the needs of students learning a second language, the needs of foster youth, and children from low-income homes. • Support the instructional coaching model with eight Instructional Support Coaches (ISCs) to successfully implement new learning from professional development to accelerate student learning for LI, EL, & FY. • Added Professional Learning days at the beginning of the school year (certificated & classified)	$2,979,078.96	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional Supplemental Support for Sites	To support supplemental instructional support for sites, Central Unified will provide: • Supplementary instructional materials for literacy and numeracy, ELD, interventions • Technology hardware and software to support student access to supplementary materials and improved services • Secondary credit retrieval, additional academic counseling, expanded career counseling, or college readiness • Funding for creating welcoming school environments (PBIS Supports and Incentives, Parent Engagement, Community Celebrations, Multicultural Awareness) • Funding educational enrichment trips/science experience • Supplemental Materials and Supplies The LEA examined the needs of EL, FY, and LI students by reviewing state and local data at both the district and site levels. In addition to supporting the needs of all EL, FY, and LI students within the LEA, further support will be provided at the LEA level for FYs. Site Allocations are determined based on the unduplicated per-pupil amount.	$1,791,855.22	Yes
1.8	College & Career Indicator	Central USD students will be provided access to career technical education (CTE) and dual enrollment (DE) pathways. The district will: • 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. • Recruit and support student enrollment for Homeless and SWD students. This action will address the following areas of lowest performance (LEA-level 'reds') on the 2023 Dashboard:	$3,087,803.34	No

Action #	Title	Description	Total Funds	Contributing
		CCI: Homeless, SWD		
1.9	English Learner Programs	To support English learner progress based on academic performance and address the reds/very low on the 2023 Dashboard for CCI/ELs: Central Unified will provide the following: • Professional learning for teachers and administrators to continue to build capacity to provide Designated and Integrated ELD to students (clear lesson objectives, scaffolding, and academic English Focus, extended language interaction, and common formative assessment for ELs • Supervisor EL Services (Title I & III) • Multilingual Success Network (MSN), employing Improvement Science to drive measurable changes for English learners. • Provide 7 EL teachers and 1 Newcomer Teacher Itinerant • In-class instructional coaching support (ISC EL) and supplemental resources To continue to support English learner progress and address areas of lowest performance (LEA-level 'reds') on the 2024 Dashboard for ELPI (EL), ELA/Math (LTEL), and CCI (EL), Central Unified will provide all the actions noted above and add the following: • Increase Newcomer Teacher-Itinerant positions to 2 full-time equivalents (FTEs). • Supplemental resources, increase instructional coaching support (ISC EL) from 1 to 2 FTEs.(Title I & III)	$12,815,331.65	Yes
1.10	District Long Term English Learner Academic Progress	To support long-term English learner progress, Central Unified will provide the following: • Teacher training to develop deep knowledge of best practices - Focused Language Development, Explicit Language Instruction, Integrated ELD, Culturally Responsive Teaching, Building on Prior	$649,789.02	Yes

Action #	Title	Description	Total Funds	Contributing
		Knowledge, Differentiated Instruction, Content-Specific Vocabulary, Constructive Feedback, Building Academic Confidence (PD & release time) • Teachers of LTELs will use goal setting at the beginning of the school year and set checkpoints for monitoring progress on the above goal setting after each assessment window. (PD & release time) • The EL Services Department will provide LTEL progress monitoring and collaboration to close achievement gaps and reclassify LTELs.		
1.11	Differentiated Assistance ELA, Math, & CCI	This action will address the following reds/very low as identified by the 2023 CA Dashboard: LEA Level: ELA: FY & SWD Math: FY, Homeless & SWD CCI: Homeless & SWD DA Qualifying Groups: SWD, FY, HO ELA: EL, SWD Math: EL, SWD Suspension: FY, HO (Suspension is addressed in Goal 3 Action 5) CCI: HO, SWD Central USD will work in collaboration with the Fresno County Superintendent of Schools (FCSS) to: • Analyze dashboard and local data to understand the potential root causes contributing to very low ELA and Math Performance Indicators for Foster Youth (FY), Students with Disabilities (SWD), and Homeless Students, as well as the very low CCI% for Homeless and SWD students. • Study district academic and college preparedness systems through a continuous improvement cycle to implement changes that improve student outcomes. This process will include	$24,738.82	No

Action #	Title	Description	Total Funds	Contributing
		educational partners in a needs assessment and implement improvement efforts designed to support positive student outcomes. • Enhance Career Technical Education (CTE) elective courses by obtaining a-g approval. This will allow students to satisfy both local graduation requirements and meet a-g subject criteria for college eligibility with current CTE courses, and have more opportunities. This work will include administrators (site and district), teachers, counselors, psychologists from the sites, and county-level experts. The teams will meet quarterly, and administrators will huddle with the FCSS support team in the interim. Sites will have calendared huddles to discuss actions and monitor progress on student academic performance, college preparedness, and dual enrollment. The specific needs of Foster Youth (FY), Students with Disabilities (SWD), and homeless students that this approach will meet include: • Coordinated support. • Consistent academic progress monitoring. • Access to college preparedness resources. By involving a team of administrators, teachers, counselors, psychologists, and county-level experts, the collaborative structure will ensure that these students receive comprehensive support tailored to their unique circumstances. Additionally, the regular huddles will facilitate continuous improvement and adaptation of strategies to meet these students' evolving needs, ultimately enhancing their academic performance and readiness for post-secondary opportunities. This action will address areas of lowest performance on the 2024 CA Dashboard: LEA Level: ELA: LTEL& SWD Math: FY, American Indian & SWD		

Action #	Title	Description	Total Funds	Contributing
		Central USD will work in collaboration with the Fresno County Superintendent of Schools (FCSS) to engage in a continuous improvement process focused on addressing persistent gaps in English Language Arts (ELA), Mathematics, and graduation outcomes for Long-Term English Learners (LTELs), Students with Disabilities (SWD), and American Indian students. Current CA Dashboard data highlights significant areas of need. In ELA, LTELs perform 120.8 points below standard, reflecting a 13.8-point decline from the previous year, while SWD have dropped from 90.3 to 116.5 points below standard—a 26.2-point decline. In Math, LTELs perform 162.1 points below standard, American Indian students perform 119.8 points below standard, and students with disabilities (SWD) have fallen to 150.2 points below standard, a 32.7-point decrease from the baseline. To respond to these trends, Central Unified will bring together site and district administrators, teachers, counselors, psychologists, and county-level experts to participate in quarterly improvement cycles that analyze systems, implement changes, and monitor progress. Between cycles, district administrators collaborate with FCSS in focused huddles, and sites hold regularly scheduled meetings to assess student performance and refine strategies. Educational partners contributed to a comprehensive needs assessment that drives system-level adjustments and targeted supports. This work will include administrators (site and district), teachers, counselors, psychologists from the sites, and county-level experts. The teams will meet quarterly, and administrators will huddle with the FCSS support team in the interim. Sites will have calendared huddles to discuss actions and monitor progress with student academic performance and college preparedness/dual enrollment By involving a team of administrators, teachers, counselors, psychologists, and county-level experts, the collaborative structure will ensure that these students receive comprehensive support tailored to their unique circumstances. Regular huddles will facilitate continuous improvement and adaptation of strategies to meet the evolving needs of these students, ultimately enhancing their academic performance and readiness for post-secondary opportunities.		

Action #	Title	Description	Total Funds	Contributing
1.12	ELA Proficiency (Site Specific)	The California Dashboard helps parents and educators assess district and school performance, including Central USD. The English Language Arts (ELA) Indicator evaluates how well students meet ELA standards. Nine Central USD schools need to take action to improve ELA proficiency among student groups with low scores on the Dashboard. Specific actions for the 2025-26 school year are detailed below. Please note that the details for CLASS are listed in Goal 4, as CLASS qualifies for Equity Multiplier funding and therefore has its own dedicated Goal and actions. The schools listed below will implement actions based on the areas of lowest performance for their student groups on the 2023 Dashboard. Central East High School has qualified for a required action to improve ELA proficiency for Students with Disabilities (SWD). Actions include: • CEHS administrators and teachers will be provided planning time to increase the collaboration of SWD and general education teachers to improve student learning and student belonging at CEHS • Provide supplemental materials and resources for additional opportunities to improve student learning. Glacier Point Middle School has qualified for required actions to improve English Language Arts (ELA) proficiency for Students with Disabilities (SWD). Actions include: • Teacher collaboration with other sites to develop and implement best practices to support access to the core grade-level curriculum and follow IEP guidance. • Purchase supplemental materials as advised by the SPED department (and confirmed as required to support core) to support student achievement. El Capitan Middle School has qualified for the required actions to improve ELA proficiency for SWD and EL students. Actions include: • Implement extending learning opportunities and small group instruction for SWD with certificated staff (extended day and intercessions)	$67,800.00	No

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

Action #	Title	Description	Total Funds	Contributing
		• Encourage teamwork between general and special education teachers, sharing responsibility for planning, delivering, and assessing instruction. Roosevelt Elementary School has qualified for required actions to improve ELA proficiency for SWD & EL students. We identified a common need among both student groups through a needs assessment. Actions include: • Provide professional development for staff to support literacy, collaborate effectively, and identify at-risk EL and SWD students. • Enhance learning for SWD and ELs through focused collaboration during PLCs among EL, general education, and SWD staff, including presentations and engaging activities. Teague Elementary School has qualified for required actions to improve ELA proficiency for African American (AA) students. Actions include: • Integrate literature that reflects the cultural backgrounds and experiences of African American students into the curriculum. • Teach explicit reading comprehension strategies, such as predicting, questioning, summarizing, and making connections.		
1.13	Math Proficiency (Site Specific)	The California Dashboard helps identify strengths and areas needing improvement in districts, including Central Unified School District (USD). The Mathematics Indicator measures students' proficiency against grade-level standards. Eight Central USD schools have been pinpointed for necessary actions to enhance Mathematics proficiency among student groups identified with low scores on the 2023 Dashboard. Specific actions for each site in the 2025-26 school year are detailed below. Please note that Central Online Home School and CLASS details and actions are listed in Goals 4 and 5, as they qualify for Equity Multiplier funding and therefore have their own dedicated Goals and actions. The schools listed below will implement actions based on the areas of lowest performance for their student groups on the 2023 Dashboard. Central East High School has qualified for required actions to improve	$39,239.45	No

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

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

Action #	Title	Description	Total Funds	Contributing
		• Professional development in conjunction with materials to support learning opportunities. Teague Elementary School has qualified for required actions to improve Mathematics proficiency for African American (AA) Students. Actions include: • Teacher training to involve AA students in engaging students in hands-on activities, collaborative learning experiences, and meaningful mathematical discussions can improve math proficiency. • Provide opportunities for family involvement, offering parent workshops on supporting math learning at home, directed explicitly for AA families.		
1.14	ELPI Indicator Improvement (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The English Learner Progress Indicator (ELPI) provides information on the percentage of current English Learner (EL) students making progress toward English language proficiency or maintaining the highest level. Three school sites in Central USD have been identified for required actions to increase ELPI based on EL student groups qualifying in the red or very low measure on the 2023 CA Dashboard. Site-specific actions to meet this need during the 2025-26 school year are noted below. Roosevelt Elementary School: • Professional Development and Collaboration time Herndon Barstow Elementary School Actions: • Professional Development and Collaboration time Justin Garza High School Actions: • Professional Development and Collaboration time	$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	College Career Indicator (Site Specific)	The California Dashboard helps parents and educators evaluate district and school performance. The College Career Indicator (CCI) indicates the percentage of high school graduates placed in the "Prepared" level. Four Central USD schools require action to improve CCI for student groups in the "red" or "very low" category on the 2023 Dashboard. Please note that both CLASS & Pershing qualify as Equity Multiplier schools. The goals and actions for these sites will be addressed in the Equity Multiplier goals later in this LCAP. Specific actions for the 2025-26 school year are detailed below. The schools listed below will implement actions based on the areas of lowest performance for their student groups on the 2023 Dashboard. Central East High School has qualified for required actions to improve CCI for SWD and EL students. We identified a common need among all student groups through a needs assessment. Actions include: • Offer extra counseling resources and related services to involve EL & Students with Disabilities (SWD) in College and Career readiness. • Improve communication between home and school, and increase support and learning opportunities for EL/SWD and their families. Central High School has taken the required actions to improve CCI for students with disabilities (SWD). Actions include: • Provide additional counseling resources and related services and experiences to engage SWD in College and Career readiness. • Enhance the home-school communication, support, and learning opportunity exposure for SWD and their families.	$2,300.00	No
1.16	African American, Homeless, LI Student Success (CCI Indicator)	The California Dashboard helps parents and educators evaluate district and school performance. The College Career Indicator (CCI) indicates the percentage of high school graduates placed in the "Prepared" level. This action will address and support African American, Homeless, and SWD students' College and Career Readiness. This action will address the following areas of lowest performance on the 2023 Dashboard at the district level:	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
		CCI: African American (AA), Homeless & SWD To Support College and Career Readiness for African American, Homeless, & SWD Students, Central will: • Provide a culturally rich learning environment that instills self-confidence, awareness of self, and appreciation for the positive contributions of their culture. • Provide opportunities for all students to feel a sense of belonging within the school community. • Reduce student failure and potential dropouts. • Provide opportunities for students to use their critical thinking skills to solve real community problems. • Conduct workshops on study skills, time management, and stress management. • Provide field trips and enrichment opportunities that incorporate all student groups identified in this action, with particular attention paid to the rich and empowering history of African and African American contributors, to promote personal healing, self-cultural awareness, and a community-building mindset. • Offer specialized career counseling to help students navigate job opportunities and build resumes. Promote awareness on campus about the challenges faced by AA, special needs, and homeless students to foster empathy and support.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Central USD continues to prioritize increasing student engagement, attendance, and graduation rates to ensure that every student has equitable and engaging learning opportunities. As of spring 2024, the overall attendance rate remains steady at 93.4%, with only a slight change from the prior year. Chronic absenteeism improved from 26.9% to 22.1%, yet remains a concern, particularly for Students with Disabilities (30%) and African American students (27.7%). This equates to over 2,500 students chronically absent across the district. While the overall graduation rate rose from 87.7% to 89%, Students with Disabilities saw a significant decline from 69.3% to 61.2%, underscoring the need for continued support. To foster environments where all students can thrive, Central USD must maintain a focus on recruiting and retaining appropriately credentialed teachers, as the current rate has declined from 86.7% to 84.7%. The district also recognizes the value of early college exposure, as evidenced by the increase in dual enrollment participation from 9.3% to 24.2%. Moving forward, efforts will continue to focus on improving school connectedness through strong instructional support, Social-Emotional Learning (SEL), and tiered systems of behavioral and academic intervention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	Data Year: 2023 Data Source: CA Dashboard All- 26.9% EL- 25.2% FY- 27.8% LI- 28.6%	Data Year: 2024 Data Source: CA Dashboard All- 22.1% EL- 21.5% FY- 24% LIv- 23.8%		Data Year: 2026 Data Source: CA Dashboard All- 19.9% EL- 18.2% FY- 20.8% LI- 21.6%	All- -4.8% EL- -3.7% FY- -3.8% LI- -4.8% SWD- -6% White- -5.1% AA- -3.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD- 36% White- 25.3% AA - 31%	SWD- 30% White- 20.2% AA - 27.7%		SWD- 29% 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: 2024 Data Source: CA Dashboard All- 89 % EL- 79.2% FY- * LI- 89% SWD- 61.2% *Less than 11 students - data not displayed for privacy		Data Year: 2026 Data Source: CA Dashboard All- 93.7% EL- 82.8% FY- 63.1% LI- 93.1% SWD- 75.3%	All- +1.3% EL- +2.4% FY- * LI- +1.9% SWD- -8.1%
2.3	Broad Course of Study	Data Year: 2023 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.	Data Year: 2024 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.		Data Year: 2026 Data Source: CA Dashboard-Local Indicator 100% of students have access to a broad course of study.	Maintained
2.4	Broad Course of Study - Other Outcomes	Data Year: 2023 Data Source: Local Data 9.3% 11th & 12th grade students in a Dual Enrollment Course	Data Year: 2024 Data Source: Local Data 24.2% 11th & 12th grade students in a Dual Enrollment Course		Data Year: 2026 Data Source: Local Data 15% 11th & 12th grade students in a Dual Enrollment Course	Data Year: 2024 Data Source: Local Data +14.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Appropriately Assigned and Fully Credentialed Teachers	Data Year: 2023 Data Source: CA Dashboard 86.7% Clear	Data Year: 2024 Data Source: CA Dashboard 84.7% Clear		Data Year: 2026 Data Source: CA Dashboard 95.7% Clear	-2.0%
2.7	Attendance Rate	Data Year: 2023 Data Source: Schoolzilla All- 93.5% EL- 93.6% FY- 94.4% LI- 91.6% SWD- 92.2%	Data Year: 2024 Data Source: Schoolzilla All- 93.4% EL- 93.9% FY- 94% LI- 92.7% SWD- 91.9%		Data Year: 2026 Data Source: Schoolzilla All- 97% EL- 97% FY- 95% LI- 95% SWD- 96%	All- -0.1% EL- +0.3% FY- -0.4% LI- +1.1% SWD- 0.3%
2.8	High School Drop Out Rate	Data Year: 2022 Data Source: DataQuest 9%	Data Year: 2023 Data Source: DataQuest 9%		Data Year: 2025 Data Source: DataQuest 3%	None
2.9	Middle School Drop Out Rate	Data Year: 2023 Data Source: CALPADS Fall 1 1.35%	Data Year: 2024 Data Source: CALPADS Fall 1 0.46%		Data Year: 2026 Data Source: CALPADS Fall 1 0%	-0.89%

Goal Analysis [2024-25]

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

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

Action 1 was crafted to support the Graduation Rate. Central fully implemented a series of actions to increase student and family engagement. Additional counseling staff were hired, and counseling hours were extended to include after-school and evening availability, making services more accessible to students and their families. The Teague Community Resource Center provided language support. It

actively involved Family Outreach Liaisons to ensure that parents of English Learners (EL), Foster Youth (FY), and Low-Income (LI) students were included in workshops and training sessions. Interpreters were utilized to eliminate language barriers, enabling more transparent communication and fostering more meaningful participation. Family Outreach Liaisons played a crucial role in promoting strong connections with families, allowing them to stay informed and engaged in their students' academic progress. All of these actions have been fully implemented and are contributing to ongoing efforts to improve graduation outcomes.

Action 2 supports student needs and improves the quality of instruction. Despite challenges with staff and recruitment, Central USD fully implemented measures to ensure the presence of appropriately credentialed staff and provide necessary transportation for access to basic programs. The district added staff positions as needed to address enrollment growth, reduce class sizes, and expand course offerings at the secondary level based on student needs. To further strengthen instructional quality, Central partnered with outside institutions and colleges to support master's programs in Reading, STEM, and Administration, enhancing the skills and qualifications of its staff. Additionally, the district implemented a GATE Teacher Certification Program to support the education of gifted and talented students. A broad course of study was offered across all grade levels, including an emphasis on Visual and Performing Arts (VAPA), which were featured as electives in grades 9–12. These actions have been fully implemented and continue to support academic growth and student access to a well-rounded education.

Action 3 (Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1), focused on supporting improved student engagement and reducing chronic absenteeism. In spite of challenges with staffing and hiring, Central USD fully implemented a districtwide plan aimed at increasing student attendance rates and decreasing chronic absenteeism each year. A key component of this effort focused on supporting the social-emotional wellness of students. The district established a comprehensive framework to address students' social-emotional learning (SEL) needs, ensuring that the emotional and mental well-being of students was a foundational part of their educational experience. Staff received ongoing professional development related to SEL curriculum and services, and the district implemented consistent monitoring to ensure effectiveness and alignment with student needs. These efforts were fully implemented and continue to contribute to higher student engagement and improved attendance across all grade levels.

In Action 4,(Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3), Central USD acknowledged the disparities in graduation rates and chronic absenteeism among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. In response, the district fully implemented a targeted approach to enhance social-emotional services aimed at improving outcomes, motivation, and overall engagement for these student groups. Supplemental and intensive services were provided, including access to social-emotional counseling and direct support from the Support Academic Family Engagement (SAFE) Team. Secondary counselors collaborated closely with intervention staff, with professional development opportunities and release time provided to strengthen coordination and effectiveness. Additionally, the district implemented inclusive Social-Emotional Learning (SEL) materials and expanded counseling services to promote equity and create a supportive learning environment for all students. These actions have been fully implemented and are actively contributing to more equitable outcomes and improved support for students who are most in need.

As part of its commitment to a strong Multi-Tiered System of Support (MTSS) in Action 5, Central USD fully implemented enhancements to its Positive Behavioral Interventions and Supports (PBIS) framework, specifically focusing on Tier 1 behavior supports. The district supported restorative practices, including classroom circles, respect agreements, and Restorative Justice strategies, to build stronger relationships and foster a favorable school climate. Intervention staff, psychologists, and both certified and classified personnel collaborated to provide behavioral counseling and reinforce supportive learning environments. To ensure that strategies were data-driven and responsive to student needs, Central organized a collaborative workgroup to analyze data from the Panorama Survey System. This data was used to inform Tier 1

practices and guide the integration of Culture and Climate insights within school-based PBIS teams. These efforts have been fully implemented and serve as a foundation for improving student behavior, school culture, and overall student well-being.

As part of its commitment to providing equitable and engaging educational opportunities, Central USD has fully implemented Action 6, incorporating targeted Tier 2 and Tier 3 behavioral supports within its Multi-Tiered System of Support (MTSS). The district recognized the ongoing disparities in suspension rates among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as well as concerns reflected in local survey data regarding perceptions of campus safety. In response, Central strengthened its social-emotional services to enhance outcomes, boost student motivation, and address behavioral challenges more effectively. Tiered supports included interventions such as “thinkerys,” structured spaces for student reflection and conflict resolution, supported through dedicated staffing and materials. Additional personnel were brought on board, including All 4 Youth clinicians, CYS professionals, behavior aides, and intervention counselors, to ensure that students received individualized, timely support. The Supervisor for Campus Culture and Safety provided ongoing monitoring to evaluate the impact and ensure consistent implementation across sites. High schools and middle schools also benefited from the presence of Student Resource Officers, contributing to a greater sense of safety and structure. Furthermore, Behavior Academic Intervention Teams utilized screening data to proactively identify and support students at risk, reinforcing early intervention and a comprehensive, data-informed approach. These efforts have been fully implemented and are actively contributing to safer and more inclusive school environments, as well as improved outcomes for historically underserved student groups.

Action 7 supported co-curricular programs to improve school connectedness and indirectly boost ELA and math outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Programs such as Odyssey of the Mind, Academic Decathlon, and Visual and Performing Arts were fully implemented, resulting in increased student engagement and participation. While participation was strong, academic results were mixed. In ELA, FY students improved (by 16.1 points below standard), but EL and LI students declined slightly. Homeless students and Long-Term English Learners (LTELs) saw significant drops, with LTELs falling by 13.8 points below standard and HO students dropping by 49.7 points below standard. In math, FY, EL, and LI students made small gains, but SWD (-32.7), HO (-22.4), and LTELs (-11.8) experienced steep declines. Given these trends, Action 7 is currently ineffective in demonstrating academic impact. Stronger systems are needed to refine, align, and integrate enrichment with targeted academic supports. Ongoing monitoring and progress tracking will be crucial to ensure that these programs make a meaningful contribution to academic growth over time.

Action 8 was site-specific and aimed to address chronic absenteeism. Based on CA Dashboard performance indicators, Central USD identified five school sites where specific student groups exhibited high rates of absenteeism. Each site implemented targeted actions during the 2024–25 school year to reduce chronic absenteeism and increase student engagement. At Liddell Elementary, the focus was on African American students and Students with Disabilities. The school implemented parent education classes that emphasized the importance of regular attendance and expanded incentive programs to include activities, prizes, and celebratory events, all designed to encourage consistent attendance. Harvest Elementary targeted white students through a multi-tiered approach that included parent education classes, individualized family meetings to provide tailored support, and regular check-ins with both students and parents. River Bluff Elementary addressed chronic absenteeism among white students by strengthening home-school communication. Staff conducted home visits, held regular check-ins, and hosted family workshops that highlighted the value of daily attendance. At McKinley Elementary, African American students and Students with Disabilities were supported through parent workshops, personalized meetings with families to address attendance barriers, and school events designed to promote positive attendance habits. Rio Vista Middle School focused on English Learners, implementing strategies such as leveraging multilingual staff for communication, providing culturally responsive outreach, and

offering family workshops to reinforce the importance of regular school attendance. All actions described were fully implemented during the 2024–25 school year, resulting in a cohesive, data-driven approach to reducing chronic absenteeism at the identified sites.

Action 9 was implemented to ensure continuous improvement. The California Dashboard provides data on graduation rates across student groups. Based on the 2023 Dashboard, Central High East was identified for required action due to a very low graduation rate for Students with Disabilities. During the 2024–25 school year, Central High East implemented targeted actions to address this area. Academic counselors engaged families as partners in the educational process, offering resources and support to help them advocate effectively for their children. The school hosted parent workshops focused on college and career preparedness, including guidance on college applications and completing the Free Application for Federal Student Aid (FAFSA). Additionally, the Family Outreach Liaison worked closely with families of Students with Disabilities to strengthen home-school connections and ensure students received the necessary academic and emotional support to stay on track for graduation. These actions were fully implemented as part of a site-specific strategy to improve graduation outcomes for Students with Disabilities.

In Action 10, Central USD continued its commitment to providing equitable and engaging educational opportunities for all students by addressing disparities in graduation rates, college and career readiness, and chronic absenteeism among English Learners, Foster Youth, and Low-Income students. Recognizing these challenges, the district implemented targeted actions during the 2024–25 school year to strengthen school connectedness and promote student success through increased participation in the State Seal of Biliteracy (SSB) program. Parent engagement efforts were expanded to raise awareness about the SSB pathways, encouraging families to support early preparation for their students. Staff participated in professional learning focused on the value of the SSB, particularly its role in enhancing college applications by formally recognizing students' multilingual skills. Additionally, the district facilitated collaboration between academic counselors, college and career staff, and educational partners, allowing for extended planning and support to help students pursue and attain the Seal of Biliteracy. These efforts were fully implemented as part of the district’s broader strategy to promote academic achievement, cultural pride, and postsecondary readiness among historically underserved student groups.

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

Action 1- Academic & Career Counseling/Graduation Rate: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures, and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2- Appropriately Credentialed Teachers: The budget showed a variance of $15,197,990. This difference is due to fluctuations in steps, columns, and positions that are currently vacant and/or being filled.

Action 3- MTSS SEL Tier 1: Underspent by $519,231. Spending is slightly below projections due to variations in step and column placements, as well as positions that are currently vacant or in the process of being filled.

Action 4- MTSS SEL Tier 2–3: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5- MTSS Behavior Tier 1: The increase of $209,640 between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services was due to an increase in salary expenditures, an increase in step and column for staffing.

Action 6- MTSS Behavior Tier 2–3: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 7- Co-Curricular Activities: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 8- Chronic Absenteeism-Site Specific: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 9- Graduation Rate-Site Specific: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 10- Seal of Biliteracy: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 1 focused on enhancing academic and career counseling services to improve graduation rates, especially for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. The district fully implemented expanded counseling hours, hired additional staff, and increased parent engagement through the use of Family Outreach Liaisons and language support at the Teague Community Resource Center. These efforts contributed to modest increases in graduation rates: EL students improved by 2.4 percentage points, and LI students by 1.9 percentage points. Central expanded academic and career counseling services contributed to improvements not only in graduation rates but also in College and Career Indicator (CCI) outcomes across multiple student groups. From 2023 to 2024, CCI data show that all student groups saw gains in the percentage classified as “Prepared.” Notable increases include African American students (+13.3%), Foster Youth (+6.1%), and Low-Income (+4.6%). English Learners improved by 1.5 percentage points. These CCI gains align with the positive graduation trends for EL (+2.4%) and LI (+1.9%) students, reflecting the action’s effectiveness for these populations. Based on these data points, this action was deemed effective for the district.

Action 2 aimed to provide students with access to a broad course of study and ensure that appropriately credentialed teachers taught them. The district added staff positions to address enrollment growth and course access, and partnered with universities to support credentialing in key instructional areas. The percentage of fully credentialed teachers, however, declined slightly from 86.7% to 84.7%, falling short of the goal and potentially impacting instructional quality. On the positive side, access to dual enrollment opportunities expanded significantly, with participation among 11th and 12th-grade students rising from 9.3% to 24.2%. This sharp increase highlights a notable improvement in college and career preparation. The action demonstrates a promising impact in expanding access, but continued efforts to recruit and retain qualified teachers are essential to support overall instructional quality. While struggling with consistent recruitment and staffing, this action was effective.

Action 3 focused on Multi-Tiered System of Support (MTSS) and Tier 1 Social-Emotional Learning (SEL) to promote engagement and improve attendance. The district implemented a comprehensive social-emotional learning (SEL) framework, trained its staff, and monitored its impact. As a result, chronic absenteeism improved across all groups, dropping from 26.9% to 22.1% overall. Key subgroups saw meaningful reductions: students with disabilities (SWD) decreased by 6 percentage points, and low-income (LI) students by 4.8 percentage points. However, the overall attendance rate remained essentially flat, moving from 93.5% to 93.4%. While this suggests SEL efforts are positively influencing attendance patterns, it may take more time to translate these efforts into significant shifts in overall daily attendance. Nevertheless, this action has shown strong early signs of effectiveness in improving student engagement and addressing chronic absenteeism.

Action 4 targeted Tier 2 and Tier 3 SEL supports to address further disparities in graduation and chronic absenteeism for EL, FY, and LI students. Central USD implemented counseling interventions, collaboration between secondary counselors and intervention staff, and inclusive social-emotional learning (SEL) materials. These targeted supports contributed to improvements in absenteeism across these student groups, yet graduation outcomes were mixed. While EL and LI graduation rates increased, the sharp decline in SWD graduation rates suggests the need for more differentiated or intensive academic and emotional support for this group. This action appears to be partially effective, and additional focus on aligning supports with measurable academic outcomes will be crucial moving forward.

Action 5 strengthened Tier 1 behavioral supports through the Positive Behavioral Interventions and Supports (PBIS) framework. Implementation included the use of restorative practices, professional collaboration, and data-driven decision-making, utilizing the Panorama Survey System. Although the Panorama report does not provide direct suspension data, improvements in chronic absenteeism suggest that the action contributed to better student engagement and a more positive climate. Given its full implementation and clear systems of support, Action 5 can be considered effective in laying a foundation for positive behavioral outcomes and fostering a positive school culture. Further evidence indicating success is the overall decrease in suspension rate (decreased by 1.9%).

Action 6 focused on strengthening Tier 2 and Tier 3 behavioral supports and enhancing campus safety, particularly for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Key interventions included the implementation of “thinkerys” for reflection and conflict resolution, increased behavioral support staff, such as All 4 Youth clinicians, CYS professionals, intervention counselors, and behavior aides, and the placement of Student Resource Officers at middle and high school campuses. Oversight by the Supervisor for Campus Culture and the use of academic intervention teams helped monitor implementation and identify students in need of support.
Suspension rate data from the California Dashboard shows notable improvement from 2023 to 2024. Overall suspension rates dropped from 5.2% to 3.3%. Targeted student groups also showed significant reductions: FY students decreased from 23.8% to 16.2%, Homeless students from 12% to 6%, and African American students from 11.3% to 7%. These declines suggest progress in addressing the disproportionality among these groups. EL and LI students also saw meaningful decreases, with rates dropping by 1.4 and 2.2 percentage points, respectively.
Local climate survey data showed more modest improvements. Student favorable responses increased slightly from 46.5% to 47%, while family member responses improved from 65% to 67%. However, staff and teacher responses remained flat or declined slightly, indicating that the perception of campus climate among adults has not shifted significantly. Based on the data, Action 6 is partially effective. The significant reduction in suspension rates, particularly among the most affected groups, indicates that the interventions are yielding positive outcomes. However, the relatively stagnant climate survey data—particularly among staff and teachers—suggests a need to refine adult engagement systems, strengthen staff-student relationship-building, and monitor implementation fidelity over time to ensure long-term effectiveness.

Action 7 supported co-curricular programs to improve school connectedness and indirectly boost ELA and math outcomes for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Programs such as Odyssey of the Mind, Academic Decathlon, and Visual and Performing Arts were fully implemented, resulting in increased student engagement and participation. While participation was strong, academic results were mixed. In ELA, FY students improved (from 98.8 to 82.6 points below standard), but EL and LI students declined slightly. Homeless students and Long-Term English Learners (LTELs) saw significant drops, with LTELs falling from 8.83% prepared to 107 points below standard. In math, FY, EL, and LI students made small gains, but SWD, HO, and LTELs experienced steep declines—LTELs dropped from 1.2% prepared to 162.1 points below standard. Given these trends, Action 7 is currently ineffective in demonstrating academic impact. Stronger systems are needed to refine, align, and integrate enrichment with targeted academic supports. Ongoing monitoring and progress tracking will be crucial to ensure that these programs make a meaningful contribution to academic growth over time.

Action 8 aimed to reduce chronic absenteeism through targeted, site-specific strategies at five Central USD elementary schools. Based on changes in suspension rates as an indicator of student engagement, Liddell and Harvest Elementary effectively implemented their actions. At Liddell, suspension rates dropped by 10.7% for African American students and 12.6% for Students with Disabilities, indicating improved outcomes tied to parent engagement and student incentives. Harvest also saw success, with a notable 11.9% decrease in suspensions for White students following individualized family support and regular check-ins. In contrast, River Bluff, McKinley, and Rio Vista Elementary were less effective. River Bluff experienced a 4.8% increase in suspensions for White students, and McKinley saw a 2.9% increase for African American students, with no improvement for SWD. Rio Vista's suspension rate for English Learners rose by 6.1%, suggesting the culturally responsive strategies had a limited impact. These sites will need to refine their actions and strengthen monitoring to ensure improved attendance and student engagement. Overall, this action was effective for the district.

Action 9 provided site-specific support to improve graduation rates for Students with Disabilities at Central High East. Strategies included family engagement through workshops and direct support from academic counselors and outreach liaisons. Despite these efforts, the graduation rates for students with disabilities (SWD) at the school declined significantly. This action was fully implemented; however, the data indicate that it was not effective in meeting its intended outcomes. The strategy requires greater academic intervention and earlier, sustained support to reverse this trend.

Action 10 focused on expanding access to the State Seal of Biliteracy (SSB) and strengthening school connectedness for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. Through increased parent engagement, professional development for staff, and enhanced collaboration among counselors, college, and career teams, the district aimed to promote academic achievement, cultural pride, and postsecondary readiness. California Dashboard data indicates the action was effective. Chronic absenteeism declined from 2023 to 2024 for EL students (25.2% to 21.5%) and LI students (28.6% to 23.8%), while FY students also improved (27.8% to 24%). College and Career Indicator (CCI) "Prepared" rates increased for EL (5.8% to 7.2%), FY (0% to 6.1%), and LI students (24% to 28.6%). Graduation rates also rose for EL students from 76.8% to 79.2% and for LI students from 87.1% to 89%. FY graduation data was not reported in 2024 due to privacy rules, but overall trends reflect positive growth. These gains suggest that Action 2.10 made a meaningful contribution to improved attendance, readiness, and graduation outcomes for targeted student groups.

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic & Career Counseling/Graduation Rate	To support the Graduation Rate for EL, FY, & LI, Central will provide the following: • Additional counseling staff • Additional counseling hours (to provide after-school and evening hours) • The TCRC will offer language support and engage Family Outreach Liaisons and district interpretation (detailed in Goal 3) staff for extended time/evenings to ensure EL, FY, and LI parents are involved in workshops and training. (extra help, workshop costs, overtime, interpretation, collaboration,)	$932,404.78	Yes
2.2	Broad Course of Study with Appropriately	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	$136,672,772.94	No

Action #	Title	Description	Total Funds	Contributing
	Credentialed Teachers	offerings at secondary based on need (e.g., EL, Foreign Language, etc). The district will: • 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. • GATE Teacher Certification Program • 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.		
2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	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. The district will provide support for the social-emotional wellness of students by: • Ensuring that there is a framework for students that addresses their social/emotional learning. • Provide staff development and monitoring for SEL curriculum and services.	$3,502,432.10	No
2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Central USD acknowledges the disparities in graduation rates and chronic absenteeism among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address this, the district will enhance social-emotional services to improve outcomes and motivation for these students. • Supplemental and intensive services, including social/emotional counseling and support from the Support Academic Family Engagement Team (SAFE Team). • Secondary counselors collaborating with intervention staff. (PD and release time)	$3,986,633.77	Yes

Action #	Title	Description	Total Funds	Contributing
		• SEL materials and counseling to promote equity and inclusion for all learners.		
2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	Central USD will bolster the PBIS framework by: • Implementing practices such as classroom circles/meetings, respect agreements, and Restorative Justice. • Involve intervention staff, psychologists, and certified/classified personnel to offer behavioral counseling to create positive learning environments. • Organizing a collaborative workgroup to utilize Panorama Survey System data to inform Tier 1 strategies for integrating Culture & Climate data within PBIS teams.	$2,254,967.24	No
2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	While providing equitable and engaging educational opportunities for all students, Central USD acknowledges the disparities in suspension rates among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address these challenges, the district will enhance social-emotional services to improve outcomes and motivation for these students. • Tiered support and interventions, such as 'thinkerys' for reflection and conflict resolution (staffing & supplies) • Additional support personnel like All 4 Youth clinicians and CYS professionals, behavior aides, and intervention counselors • Monitoring by the Supervisor for Campus Culture/Safety to ensure effectiveness • High School and Middle School Student Resource Officers • Behavior: Academic Intervention Teams to use screening data to identify and support at-risk students.	$6,533,015.43	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Co-Curricular Activities	Central Unified needs to improve academic achievement for English Language Learners (EL), Foster Youth (FY), and Low-Income (LI) students in both Math and English Language Arts (ELA). The district also acknowledges a need for an early introduction to a broad course of study for these students. This early exposure and connectedness to school will ensure EL, FY, and LI students are engaged and excited to pursue their education. To address this, the district will provide co-curricular activities to improve motivation and learning outcomes for EL, FY, and LI students. The district will increase participation in school activities that foster students' positive connections to their school, provide opportunities for early exposure to quality VAPA classes and other means of early exposure to a broad course of study, and promote opportunities for social interaction and emotional expression, which are crucial for overall well-being. Activities are noted below. • Science Fair, Sports Programs, Odyssey of the Mind, Peach Blossom Festival, Spelling Bee, Young Author's Fair, Academic Decathlon, Ujima (materials & supplies, travel, entry fees, registrations) • Elementary Band, Music, Art & Choir (18 teachers, materials & supplies) • Middle School Band, Choir, Art, Theatre (10 teachers, materials & supplies) • Art, Band, Choir, Dance, & Theatre (24 teachers, materials & supplies)	$4,622,669.65	Yes
2.8	Chronic Absenteeism (Site Specific)	To help parents and educators identify strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The Chronic Absenteeism indicator (CA) provides the community with information about the percentage of students in kindergarten through grade 8 who are absent for 10 percent or more of the instructional days they are enrolled. Five school sites in Central USD have been identified for required actions to decrease California-based	$11,260.00	No

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

Action #	Title	Description	Total Funds	Contributing
		• Offer classes and information sessions to emphasize the importance of attendance and student engagement in school. • Conduct personalized meetings with families to identify their needs and tailor school support accordingly. • Implement fun activities, prizes, and events at school to boost student attendance. Rio Vista has qualified for a required action addressing chronic absenteeism for English Learner students. Actions include: • Leveraging multilingual staff to help English learners feel comfortable and supported at school. • Engage families of English learners through culturally sensitive communication, workshops, and events that highlight the importance of school attendance and provide strategies for supporting their child's education.		
2.9	Graduation Rate (Site Specific)	To assist parents and educators in identifying strengths and areas for improvement, the California Dashboard reports how districts, schools (including alternative schools), and student groups perform across state and local measures. The graduation rate provides the community with information about the percentage of students completing high school, which includes students who receive a standard high school diploma. One school site in Central USD has been identified for required actions to increase graduation rates based on identified student groups that qualify in the red or very low category on the 2023 CA Dashboard. Site-specific actions to improve graduation rates during the 2025-26 school year are noted below. Central High East has qualified for a required action addressing the graduation rate for Students with Disabilities(SWD). Actions include: • Deploy academic counselors to engage families as partners in the educational process and provide resources and support to help them advocate for their child's needs.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Host workshops for parents of SWD to review college career preparedness, guidelines for college applications, and FAFSA completion. • Leveraging Family Outreach Liaison services to connect with families of SWD to empower families with knowledge and skills can help ensure that students with disabilities receive the support they need to succeed academically and beyond.		
2.10	Seal of Biliteracy	While providing equitable and engaging educational opportunities for all students, Central USD will intentionally focus on improved connectedness to school for these students by increasing student success in pursuit of the State Seal of Biliteracy (SSB). • Parent engagement and education to raise awareness of the SSB pathways and encourage early preparation among students. • Staff professional learning to highlight ways that the SSB can make students′ college applications more competitive. (Many colleges and universities value multilingual abilities, and the SSB serves as a formal certification of these skills.) • Facilitate collaboration and extended time between academic counselors, educational partners, & college career staff.	$1,128,124.28	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the most recent CA Dashboard data, while suspension rates have decreased overall in Central Unified, Foster Youth (FY) and homeless students continue to experience disproportionately high suspension rates. African American suspension rates declined from 11.3% to 7%, FY suspension rates declined from 23.8% to 16.2%, and homeless student rates decreased from 12% to 6%. However, these rates remain significantly above the district average of 3.3%, highlighting the ongoing need for targeted behavioral and social-emotional support. Local survey data further reveal that students' perceptions of school safety and climate remain low, with only a 0.5% increase in favorable climate responses (from 46.5% to 47%) and a 1% increase in safety perceptions (from 51% to 52%) from the previous year. These modest gains suggest that many students, particularly those in vulnerable groups, still do not feel fully safe or connected at school.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Inspection Tool	Data Year: 2023 Data Source: Facilities Inspection Tool	Data Year: 2024 Data Source: Facilities Inspection Tool		Data Year: 2026 Data Source: Facilities Inspection Tool	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of facilities "Good or Exemplary" as evaluated annually by the FIT	100% of facilities "Good or Exemplary" as evaluated annually by the FIT.		100% "Good or Exemplary" as evaluated annually by the FIT	
3.2	Access to Standards Aligned Materials	Data Year: 2023 Data Source: State Reflection Tool Overall 3.6 rating (between Initial and Full Implementation)	Data Year: 2024 Data Source: State Reflection Tool Overall 3.9 rating (between Initial and Full Implementation)		Data Year: 2026 Data Source: State Reflection Tool Overall 4.0 rating (Full Implementation)	+0.3 rating (between Initial and Full Implementation)
3.3	Parent and Family Engagement Survey	Data Year: 2023 Data Source: State Reflection Tool Overall 3.0 rating (between Initial and Full Implementation)	Data Year: 2024 Data Source: State Reflection Tool Overall 3.3 rating (between Initial and Full Implementation)		Data Year: 2026 Data Source: State Reflection Tool Overall 4.0 rating (Full Implementation)	+0.3 (between Initial and Full Implementation)
3.4	Local Survey-School Connectedness	Data Year: 2023 Data Source: Local Survey Students- 46.5% favorable responses Staff - 56% favorable responses Teachers- 58% favorable responses	Data Year: 2024 Data Source: Local Survey Students- 47% favorable responses Staff - 56% favorable responses		Data Year: 2026 Data Source: Local Survey Students- 70% favorable responses Staff- 63% favorable responses	Students- +0.5% Staff - 0% Teachers- -1% Family Members- +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Members- 65% favorable responses	Teachers- 57% favorable responses Family Members- 67% favorable responses		Teachers-63% favorable responses Family Members- 74% favorable responses	
3.5	Local Survey-School Safety	Data Year: 2023 Data Source: Local Survey Students- 51% favorable responses Teachers- 58% favorable responses Staff- 62% favorable responses Family Members- 69% favorable responses	Data Year: 2024 Data Source: Local Survey Students- 52% favorable responses Teachers- 60% favorable Staff- 65% favorable Family Members- 70% favorable responses		Data Year: 2026 Data Source: Local Survey Students- 58% favorable responses Teachers- 67% favorable responses Staff- 71% favorable responses Family Members- 78% favorable responses	Students- +1% Teachers- +2% Staff- +3% Family Members- +1%
3.6	Suspension Rate	Data Year: 2023 Data Source: CA Dashboard All: 5.2 % EL: 3.6 % FY: 23.8 % LI: 5.8 % SWD: 6.3 % AA: 11.3% HO: 12 % White: 4.1%	Data Year: 2024 Data Source: CA Dashboard All: 3.3% EL: 2.2% FY: 16.2 % LI: 3.6% SWD: 5% AA: 7 % HO: 6% White: 2.8%		Data Year: 2026 Data Source: CA Dashboard All: 2.8 % EL: 1.2 % FY: 21.4 % LI: 3.4 % SWD: 3.9 % AA: 8.9% HO: 9.6% White: 1.7%	All: -1.9% EL: -1.4% FY: -7.6% LI: -2.2% SWD: -1.3% AA: -4.3% HO: - 6% White- -1.3%

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

Goal Analysis [2024-25]

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

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

In the 2024–25 school year, the Central Unified School District fully implemented all planned actions under Goal 3 to support safe and inclusive schools in partnership with the community. Each action was carried out as outlined in the plan, with adjustments made only as needed based on operational considerations.

Action 1 was implemented successfully, with all school facilities continuing to be rated “Good” or “Exemplary” according to the Facilities Inspection Tool. This standard was met without deviation from the original plan. Action 2, focused on increasing family engagement, was also implemented as intended. Key staff positions, including the Assistant Superintendent of Student and Family Services, the Director of Diversity, Equity, and Inclusion, and the Parent Involvement Coordinator, continued to support engagement efforts across school sites. Culturally responsive training and community workshops were offered based on identified needs and input from educational partners.

Action 3 was implemented through the district-wide deployment of Family Outreach Liaisons, ensuring that each school site had dedicated personnel to support communication, outreach, and parent involvement. These liaisons provided translation services, coordinated family education events, and facilitated home visits and school meetings. Action 4 ensured access to technology for students and families. The district continued to provide Chromebooks, hotspots, and software, along with staffing to support instructional technology and technical assistance.

Action 5 addressed suspension rates for Foster Youth and homeless students through collaboration with the Fresno County Superintendent of Schools. The district provided targeted support through additional personnel, counseling services, and site-level data analysis. Schools implemented strategies tailored to meet the needs of students, including increased interactions between adults and students, as well as academic support. Action 6 supported site-specific interventions at schools with high suspension rates. Schools implemented Positive Behavioral Interventions and Supports (PBIS) and restorative practices to support student behavior and school climate goals. Both of these actions were fully implemented during the 2024-2025 school year.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2- Family Engagement: There was an increase of $2,966,277. These positions were not entirely budgeted in this action in previous versions of the plan. The difference in expenditures is attributed to the addition of the Family Services Department, which includes staff members such as the Assistant Superintendent of Student and Family Services, the Director of Diversity, Equity & Inclusion, and Community Schools, who continue to support engagement initiatives across school sites.

Action 3- Family Outreach Liaisons: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4- Access to Technology: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5- Suspension Rate Decrease for FY & Homeless: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 6- Suspension Rate-Site Specific: There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The implementation of Action 1, focused on maintaining high-quality facilities, was effective. For the second year in a row, 100% of district facilities were rated “Good” or “Exemplary” on the Facilities Inspection Tool. This consistent outcome shows that Central Unified continues to provide students with safe, well-maintained learning environments that support a positive school experience.

Action 2, which aims to strengthen family engagement, also showed promising results. The district maintained the “Standard Met” rating on the 2024 CA Dashboard as measured by the Self Reflection Tool, and family members’ survey responses on the local survey improved by two percentage points, moving from 65% to 67% favorable. While student perceptions of school climate and safety showed only small gains, the positive shift among families suggests that the district’s outreach efforts are resonating. Continued engagement is likely to deepen these impacts over time. This action was considered effective for the 24-25 SY.

With Action 3, the Family Outreach Liaisons made a meaningful impact across school sites. Each campus had a dedicated liaison to support families, especially those from historically underserved groups. The current action shows some positive effects but indicates a need for continued refinement to fully meet the needs of Foster Youth (FY) and African American (AA) students. Suspension rates remain disproportionately high for FY students at 16.2% and AA students at 7%, compared to the overall district average of 3.3%, indicating that further targeted support is necessary. While student perceptions of school climate and safety have improved slightly—rising by 0.5% and 1%, respectively—these modest gains suggest that students' sense of connection and safety at school remains an area for growth. The English Language Arts (ELA) performance indicator reveals concerning trends. From 2023 to 2024, EL students' scores declined from 58.1 points below standard to 60.7 points below, representing a decrease of 2.6 points. LI students dropped from 31.0 to 33.2 points below standard, a decline of 2.2 points. Although Foster Youth demonstrated improvement from 98.8 to 82.6 points below standard (a gain of 16.2 points), they remain significantly below standard. In Math, the disparities are even more pronounced: EL students scored 84.4 points below standard, LI students scored 69.3 points below, and FY students scored 115.6 points below standard, while the all-student group scored 60.6 points below standard.
Chronic Absenteeism decreased for all students by 4.8%, FY by 3.8%, EL students by 3.7% and LI by 4.8% giving additional evidence to the effectiveness of this action. The district's stable and low expulsion rate of 0.1% is a promising indicator of progress toward more equitable disciplinary practices. While this action is seen as effective in its implementation, the district will accelerate improvement. Central USD recognizes the importance of refining current strategies, including expanding the reach of Family Outreach Liaisons and enhancing staff development to build stronger relationships and improve learning conditions for FY, AA, and other underserved student groups.

Action 4, which focused on access to technology, remained partially effective in its second year. Although spending decreased due to fewer device replacements, students still had the necessary tools to participate in learning both at school and at home. Technology infrastructure remains strong and continues to support student learning equitably. Academic ELA gains were slight (1.6 points below standard or PBS, for all students, 2.6 PBS for EL students, and a disappointing increase of 16.1 PBS for FY in ELA). Math results were even more disappointing with an increase in PBS for all students of 3 points, EL increasing by 0.8 points, FY rising by 20.8, and LI by 2 points.

Action 5 targeted suspension rate reductions for African American, Foster Youth, and homeless students, showing evident progress, and was considered effective for the 24-25 SY. Suspension rates for African American students dropped from 11.3% to 7%, for Foster Youth dropped from 23.8% to 16.2%, and for homeless students from 12% to 6%. While there is still work to be done, these reductions are meaningful and reflect the impact of focused support, including counseling, mentoring, and trauma-informed practices. This momentum is encouraging and points to the value of continued investment in this area.

Action 6, which provided site-specific interventions at schools with high suspension rates, also proved effective. Sites implemented targeted actions to reduce suspension rates among student groups identified in the red or very high performance levels on the 2024 CA Dashboard. Houghton-Kearney and Roosevelt Elementary schools focused on reducing suspensions for white students by implementing Positive Behavioral Interventions and Supports (PBIS) and training staff in restorative practices, resulting in a 2.5% decline at both sites. El Capitan Middle School implemented culturally responsive strategies and staff-led student support, leading to significant reductions—23.3% for African American students and 15.5% for white students. In contrast, Rio Vista Middle School, which adopted similar strategies, saw a slight increase of 0.9% in suspension rates for African American students, indicating the need for further refinement of site-based interventions. With more time and consistent implementation, the district is well-positioned to see even greater gains.

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.

Central Unified recognizes that strong partnerships with families, community groups, and site staff are crucial to meeting the needs of its students. Collaborative planning and responsive support have led to positive outcomes, ensuring that current strategies will remain in place. Central USD added to metrics 3.2 and 3.3 by citing the overall level of implementation number as measured by the reflection tools, and metric 3.4 language was updated to reflect required statutory terms. Action 3.5 will engage community partners in a comprehensive needs assessment and guide the implementation of improvement strategies aimed at promoting positive student outcomes. The work will involve collaboration among site and district administrators, teachers, counselors, psychologists, and experts at the county level. Finally, the district clarified the data year for the baseline year in metric 3.8. The district will continue to invest in practical initiatives, such as the Family Outreach Liaison program and site-based behavioral supports, while utilizing data and feedback to inform improvements. Moving forward, there will be a stronger emphasis on student voice and creating safe, supportive school environments. Central remains committed to equity and student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities	Central USD will have 100% of facilities with an overall score of "Good or Exemplary" to meet all program needs including labs, classrooms, libraries, and fields.	$27,549,379.79	No
3.2	Family Engagement	Central USD will increase family engagement to promote student learning and decrease the suspension rate as reported by the CA Dashboard, by at least 1% annually. Staffing to support student and parent engagement at school: • Assistant Superintendent of Student & Family Services • Director for Diversity, Equity & Inclusion • Supervisor, Child Welfare & Attendance • Parent Involvement Coordinator • Provide culturally responsive training for staff and community workshops tailored to parents' needs and interests to support school engagement.	$509,676.74	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family Outreach Liaisons	To support community engagement, Central will provide the following support: • Family Outreach Liaisons (Staffing & Extra Help) • Consultants, Contracts, Classes/Workshops for Staff & Community	$1,611,288.37	Yes
3.4	Access to Technology	To support access to technology, Central will provide the following support: • Access to digital academic resources and technology (Chromebooks, hotspots, licenses, and software) • Staff, (instructional support coach, a Director of Instructional Technology, classified tech aides)	$2,692,066.76	Yes
3.5	Suspension Rate Decrease for FY & Homeless	Based on high suspension rates and the district level for Foster Youth (FY) and students experiencing homelessness (HO), as reported in the red indicator on the 2023 Dashboard, Central USD crafted a differentiated assistance action to decrease suspension rates for these student groups at the district level. The 2024 Dashboard indicates overall improvement; however, FY and HO students continue to experience higher rates of suspension compared to other student groups. Central will provide: • Personnel (Child Welfare & Attendance staffing, 1 Intervention specialist, 1 Supervisor Campus Culture, Supervisor CWA) • Personalized interventions/additional counseling services (extended time) • Academic Support (expanded academic counseling, high-dose tutoring, credit retrieval) • Training (including consultants, substitutes to provide release and planning time, professional learning for staff, conferences, and certification reimbursement if extended days are needed) • Materials to support FY and Homeless students.)	$522,277.22	Yes

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

Action #	Title	Description	Total Funds	Contributing
		• Implement PBIS by establishing clear behavioral standards and consistently rewarding positive behavior to prevent minor issues from escalating into suspensions. • Training in restorative practices, emphasizing accountability, empathy, and collaborative problem-solving to repair harm and rebuild connections instead of resorting to punitive measures. El Capitan Middle School has qualified for the required action(s) to address the suspension rate for all students, African American (AA), and white students. The Action includes: • El Capitan will utilize staff to support the attendance and behavior of all student groups, African-American and white students. • Support staff will assist students with self-reflection, building action plans, and repairing connections and relationships to increase engagement and improve time in class with highly qualified teachers. • To reduce suspension rates among African American middle school students, implement culturally responsive disciplinary practices that prioritize relationship-building, restorative justice approaches, and proactive interventions tailored to address the root causes of behavioral issues. Rio Vista Middle School has qualified for the required action(s) to address the suspension rate of African American (AA) students. The Action includes: • To decrease suspension rates for African American middle school students, adopt disciplinary strategies rooted in cultural responsiveness, emphasizing relationship-building, restorative justice methods, and proactive interventions targeting the underlying causes of behavioral challenges.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CLASS has been identified as eligible for Equity Multiplier (EM) funding for the 2025–26 school year. The LCFF Equity Multiplier is a new funding initiative that began in the 2023–24 school year and provides targeted resources to eligible schools within a local educational agency (LEA). Eligibility is determined based on a school's non-stability rate and the percentage of low-income students. Using California School Dashboard indicators—including Graduation Rate, Mathematics, College/Career Indicator (CCI), and Chronic Absenteeism—the district collaborated with site leadership and educational partners to conduct a deeper analysis of assessment data and identify root causes of low performance.

Dashboard data from 2023 and 2024 highlight persistent and significant disparities in academic achievement and student engagement for Low-Income (LI) and Hispanic (HI) student groups at CLASS. Although there have been some areas of improvement, Math performance remains well below standard across all groups, with LI students scoring 167.8 points below standard and HI students scoring 146 points below standard on the 2024 Dashboard. Chronic absenteeism is also a major concern, with more than 40% of students identified as chronically absent, including high rates among LI and HI students. While the College/Career Indicator (CCI) has shown progress, overall participation remains low, with only 3.3% of students meeting the standard for postsecondary preparedness. Additionally, the 2024 Dashboard reports graduation rates in the "red" performance level for all students, with LI and HI students showing slightly lower rates.

These data underscore the urgent need for CLASS to implement targeted, equity-focused strategies. Priorities include expanding access to academic supports, integrating culturally relevant curriculum, implementing consistent attendance interventions, and enhancing opportunities

for credit recovery, completion of A–G requirements, and college and career readiness. These efforts are essential to accelerating student outcomes and closing longstanding achievement and engagement gaps for historically underserved student populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Math Performance Indicator	Data Year: 2023 Data Source: Dashboard All Students- 174.6 points below standard LI- 176.4 points below standard HI- 167.5 points below standard	Data Year: 2024 Data Source: Dashboard All Students- 163.2 points below standard LI- 167.8 points below standard HI- 146 points below standard		Data Year: 2026 Data Source: Dashboard All Students- 171.4 points below standard LI- 67.4 points below standard HI- 158.5 points below standard	All Students- +11.4 points below standard LI- +8.6 points below standard HI- +21.5 points below standard
4.2	ELA Performance Indicator	Data Year: 2023 Data Source: Dashboard All Students- 75.4points below standard LI- 79 points below standard HI- 74points below standard	Data Year: 2024 Data Source: Dashboard All Students- 57.9 points below standard LI- 57 points below standard HI- 67.8 points below standard		Data Year: 2026 Data Source: Dashboard All Students- 69.4points below standard LI- 70 points below standard HI- 65 points below standard	All Students- +17.5points below standard LI- +22.1 points below standard HI- +6.1points below standard
4.3	CCI	Data Year: 2023 Data Source: Dashboard All Students- 1.7% LI- 1.8%	Data Year: 2024 Data Source: Dashboard All Students- 3.3% LI- 3.5%		Data Year: 2026 Data Source: Dashboard All Students- 9.2% LI- 9.8%	All Students- +1.7% LI- +1.7 % HI- +2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 1.2%	Hispanic- 3.4%		HI- 9.2%	
4.4	Graduation Rate	NA	Data Year: 2024 Data Source: Dashboard All Students- 66.4% LI- 66% HI- 62.7%		Data Year: 2026 Data Source: Dashboard All Students- 69% LI- 69% HI- 69%	NA
4.5	Chronic Absenteeism	NA	Data Year: 2024 Data Source: Dashboard All Students- 46.7% LI- 46.3% HI- 43.8%		Data Year: 2026 Data Source: Dashboard All Students- 40.7% LI- 40.3% HI- 37.8%	NA

Goal Analysis [2024-25]

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

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

Action 1-Academic Intervention- In 2024–25, CLASS identified a need for targeted academic intervention in ELA and math to address instructional gaps and support low-income and Hispanic students. While the original plan was to hire new staff, the school adapted by contracting with Teaching Fellows to provide this support. Two Fellows collaborated with teachers to deliver individualized interventions in both content areas. This action was implemented despite not hiring certificated staff to extend the school day.

Action 2-College Career Teacher-Library Media Technician: The district provided training and compensation to the school counselor rather than hiring a full-time College Career Teacher, who then expanded college and career guidance with an emphasis on equity, rather than hiring a dedicated college and career teacher. This flexible implementation allowed the school to address core needs despite staffing constraints. Existing staff collaborated to support library media needs as recruitment for new hires was delayed. The full-time Library Media

Technician position was implemented in a limited capacity due to a delay in hiring, which was caused by a lack of applicants. Once hired, this staff member supported schoolwide literacy efforts and contributed to creating a literacy-rich environment. This action was fully implemented during the school year, but CLASS will seek to fulfill the original intent of hiring staff in the upcoming year.

Action 3-Dual Enrollment - The establishment of dual enrollment and collaboration with Fresno City College was delayed due to a lack of professional learning time aligned with the partners at FCC. The chronic absenteeism and graduation rate component of the metric was added moving forward as a result of the 2024 CA Dashboard results and the apparent need to focus on connectedness to school and graduation rates. Overall, the site prioritized maintaining core academic and college-readiness supports through modified staffing solutions while deferring or revising actions that required longer-term funding commitments. This action was not fully implemented.

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

Action 1- Academic Intervention- ELA & Math Proficiency: Underspent by $115,074 due to difficulty in hiring for key interventionist or academic support roles, which significantly limited program implementation, planning time was extended longer than anticipated, delaying service delivery, and reducing actual expenditures. Additionally, this reflects the early implementation challenges of a new funding source and the need for more targeted planning.

Action 2- College Career Teacher-Librarian Media Technician: Underspent by $141,797 due to the inability to hire the Library Media Technician position as planned due to candidate availability. The funds will be better aligned in future years as implementation systems stabilize. College Career Services were provided by existing staff.

Action 3 - Dual Enrollment: No funding was spent in the 2024-25 SY, as the site is continuing to develop the partnership with Fresno City College. The delay in full implementation was due to the need for more time than initially projected for planning and logistics, including course offerings and credit articulation.

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

The decision to contract with Teaching Fellows instead of hiring full-time intervention staff proved effective based on student outcomes in both English Language Arts (ELA) and mathematics. This action was aligned with the 2023 Dashboard ELA Performance Indicator and Metric 4.2 (Math Performance Indicator). In ELA, the data shows that all students improved by 17.5 points from the baseline, with low-income (LI) students improving by 22.1 points and Hispanic students by 6.1 points. Similarly, in math, all students improved by 11.4 points, LI students by 8.6 points, and Hispanic students by 21.5 points from the baseline. These gains suggest that the support provided by the Fellows was impactful in delivering individualized academic interventions and narrowing performance gaps, particularly for low-income (LI) and Hispanic student groups. This approach can be further refined by strengthening alignment with core instruction and increasing opportunities for small-group, data-driven intervention.

The adjustment to expand the academic counselor's role instead of hiring a new college and career teacher also demonstrated effectiveness based on Metric 4.3 (College/Career Indicator). CCI outcomes improved from a baseline of 1.7% to 3.3% for all students, 1.8% to 3.5% for LI

students, and 1.2% to 3.4% for Hispanic students. These increases suggest that expanding the counselor's capacity through training and compensation supports broader student access to college and career planning resources. This action could be enhanced in the coming year by further integrating dual enrollment guidance into the counselor's role, especially since the original plan to launch dual enrollment opportunities with Fresno City College was paused. As planning resumes in 2025–26, embedding counselor involvement in early coordination efforts may help build momentum for a more seamless implementation.

The implementation of the full-time Library Media Technician supported academic performance in a limited way (due to late hiring), particularly in ELA, as seen in Metric 4.1. The literacy-rich environment established through this position likely contributed to the positive movement in ELA scores across all student groups. This success affirms the importance of sustained investment in literacy resources. It could be enhanced by expanding collaboration between the Library Media Technician and intervention staff to maximize literacy access for struggling readers.

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

Following the review of the Critical Needs Assessment during three educational partner meetings—Site Leadership Team on February 28, SSC on March 14, and a staff meeting on March recommended adjustments to goals, metrics, target outcomes, and actions for the 2025–2026 school year.

Based on input from our educational partners and an evaluation of prior implementation, it was determined that fewer funds will be allocated for hiring an academic intervention teacher and a college and career teacher, using those funds for outside contracts to support extended academic learning, CCI, and dual enrollment. Changes will include instructional support that will continue through contracted Teaching Fellows, and college and career guidance will be expanded through professional development and role adjustments for the academic counselor (Action 1 & 2). Educational partners agreed that maintaining targeted literacy support through the full-time Library Media Technician remains a priority.

Action 3-Dual Enrollment added metrics for chronic absenteeism and the graduation rate component. This was done in response to the 2024 CA Dashboard results, which highlighted the need to focus on school connectedness and motivate students to graduate.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Academic Intervention- Math & ELA Proficiency	CLASS is committed to academic achievement for all students, including those who are struggling academically, especially LI and Hispanic students who need additional support. Based on the 2023 Dashboard, all students, LI, and Hispanic students were red in ELA and Math. When we examined the root causes of low performance in both areas for all students, LI, and Hispanic students, we found a common need among these student groups. There was a common need for targeted academic intervention to address learning and instructional gaps, ensuring all students, low-income (LI), and Hispanic students receive support to enhance their understanding and mastery of grade-level content and standards. By providing specialized assistance, we believe we will strengthen the overall academic performance and equity within ELA and math education at CLASS. CLASS will provide: Teaching Fellows to support the learning and instructional “gaps” to strengthen the depth and breadth of grade-level content and standards for all students, LI, and Hispanic students. Extended day collaborative release time for Independent Study teachers to develop practical formative and summative assessments to strengthen and improve the diagnosis of students' strengths, learning gaps, and intervention needs as well as develop practical formative and summative assessments to enhance and improve the diagnosis of student's strengths, learning gaps, and intervention needs. Extended learning opportunities are hosted on Saturdays and during intercession and summer break. These sessions will include increased and augmented structure, availability, and opportunities for all 9th-12th-grade students to complete instructional modules, earn additional credits, and enhance their college readiness and graduation status. Monthly Parent Nights/Town Halls gatherings for parents and community members. Create and maintain platforms and strategies for consistent and welcoming communication between the school and our students and parents, and encourage improved two-way communication to support student academic needs. Extended learning opportunities are hosted on Saturdays and during intercession/summer break. These sessions will include increased and	$127,036.00	No

Action #	Title	Description	Total Funds	Contributing
		augmented structure, availability, and opportunities for all of our 9th-12th-grade students to complete instructional modules, earn additional credits, and improve their graduation status.		
4.2	College Career Teacher-Library Media Technician	To support improved graduation outcomes, address the areas of lowest performance on the 2023 Dashboard (red in graduation rate for low-income students), and increase postsecondary preparedness, CLASS will implement a multifaceted approach focused on college and career readiness and literacy development: College and Career Teacher: CLASS will provide a dedicated College and Career Teacher to offer ongoing information, guidance, and individualized support for all students, with a focused emphasis on Low-Income (LI) and Hispanic student groups. This role will be instrumental in helping students and their families explore, identify, and commit to college and/or career pathways well before graduation. By fostering early awareness and sustained engagement, the College and Career Teacher will contribute directly to improving graduation rates and increasing student motivation and preparedness for life beyond high school. The College Career Teacher will closely monitor all students' credit earning, pacing, and status, as well as graduation data and trends, monthly. This data will be used to improve student attendance, work completion, and credit earning, ultimately enhancing our graduation rates and college and career preparedness. Library Media Technician: The Library Media Technician will support students' literacy, reading, and writing development by maintaining a literacy-rich environment and promoting a learning-centered culture within the school library. This position will also help strengthen academic foundations, which are critical to both graduation success and long-term achievement. Together, these roles are designed to address barriers to graduation and postsecondary success by providing targeted support and equitable access to college and career opportunities, particularly for historically underserved student populations.	$146,904.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Dual Enrollment	This action aims to address the very low performance of all students, as highlighted in the 2023 and 2024 Dashboards, with a focus on low-income and Hispanic students in college and career readiness, as well as those requiring additional support and improved attendance due to chronic absenteeism. When we examined the root causes of high chronic absenteeism and low college career readiness for all students, low-income, and Hispanic students, we found a common need among these student groups. We found that professional development for teachers focusing on college awareness, along with dedicated summer conferences and collaboration time, will enhance our teachers' ability to guide online students effectively toward college and career readiness. This continuous professional growth will ensure teachers are well-equipped to integrate college preparedness into their curriculum, offering students a well-rounded educational experience and further increasing their engagement and attendance. Develop a viable and effective program that provides our students with access to dual enrollment classes and programs, enhancing their career interests and exploration, while decreasing absenteeism and improving the CCI for CLASS. • Release time/substitutes • Professional Development • Planning/Collaboration time	$132,670.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
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 25-26 school year. The LCFF Equity Multiplier (EM) is a new funding program that commences with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. By spring 2027, Central Online Home School (COHS) aims to improve academic achievement and student engagement outcomes, particularly for students from low-income (LI) and Hispanic (HI) backgrounds. Recent data from the 2024 California School Dashboard supports the continued need for Goal 5, which focuses on math proficiency, chronic absenteeism, and graduation rates. In mathematics, COHS students demonstrated notable progress across all subgroups. All students improved by 33.4 points, LI students by 15.2 points, and HI students by 67.6 points compared to the 2023 baseline. Despite this growth, all groups remain significantly below the state standard, justifying the need for continued academic intervention and support to meet the goal of improving by at least three points annually.

Graduation rate data for 2024 show that 86.2% of all students and 87.5% of LI students graduated. While this represents a solid baseline, it falls short of the 2026–27 target of 90.5%, underscoring the need for continued focus on credit recovery, student engagement, and post-secondary readiness. Chronic absenteeism remains a persistent concern. In 2024, the rates stood at 19.3% for all students, 22.3% for low-income (LI) students, and 20.5% for high-income (HI) students. These rates exceed the target thresholds for 2026–27, underscoring the importance of implementing effective attendance interventions to support student engagement and learning continuity.

Conversely, progress in the College/Career Indicator (CCI) has been significant. The percentage of students prepared for college and career increased from 3.1% in 2023 to 13.8% in 2024, a gain of 10.7 percentage points. Given this marked improvement, COHS no longer requires equity multiplier funding support in this area. The school's progress on CCI enables a more focused approach to addressing the remaining critical needs: math proficiency, graduation rates, and chronic absenteeism. These areas remain essential to achieving equitable outcomes for all students, especially those from historically underserved backgrounds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Math Performance Indicator	Data Year: 2023 Data Source: CA Dashboard All- 134.1 points below standard LI- 131.1 points below standard Hispanic (HI)- 167.5 points below standard	Data Year: 2024 Data Source: CA Dashboard All- 100.7 points below standard LI- 115.9 points below standard HI- 99.9 points below standard		Data Year: 2026 Data Source: CA Dashboard All- 125.1 points below standard LI- 22.1 points below standard HI- 158.5.5 points below standard	All- +33.4 points below standard LI- +15.2 points below standard HI- +33.2 points below standard
5.2	CCI	Data Year: 2023 Data Source: CA Dashboard All- 3.1%	Data Year: 2024 Data Source: CA Dashboard All- 13.8%		Data Year: 2026 Data Source: CA Dashboard All- 21.1%	All- +10.7%
5.3	Graduation Rate	NA	Data Year: 2024 Data Source: CA Dashboard All- 86.2% LI- 87.5% HI- * Fewer than 11 students - data not displayed for privacy		Data Year: 2026 Data Source: CA Dashboard All- 90.5% LI- 90.5% HI- 90.5%	NA
5.4	Chronic Absenteeism	NA	Data Year: 2024		Data Year: 2026	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA Dashboard All- 19.3% LI- 22.3% HI- 20.5		Data Source: CA Dashboard All- 17.3% LI- 20.3% HI- 18.5	

Goal Analysis [2024-25]

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

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

Goal 5 implementation continued somewhat as planned, with some adjustments.

Action 1-Professional Learning Math: opportunities were limited; most math and iPad-related training was provided by district personnel, and staff sought additional professional development opportunities independently. A program change for math instruction was piloted, resulting in the hiring of a long-term substitute to teach grades 6–12 math courses, with plans to transition to an additional full-time, credentialed teacher in 2025–26.

Action 2 – Extended Day Services was implemented, though staffing and retention proved challenging. Despite these difficulties, the program was carried out as planned.

Action 3 - Professional Development & Collaboration: The College & Career Indicator (CCI) was partially implemented due to limited availability or feasibility of external training opportunities. Instead, the site utilized district-provided professional development, which proved more cost-effective and supported ongoing capacity-building toward CCI goals.

Actions 4 and 7 required modification due to staffing challenges (these were not fully implemented). Activities were launched and are expected to continue through the next two years, despite several implementation challenges that arose.

Action 5- CTE/Dual Enrollment: The discontinuation of specific CTE courses and delays in launching dual enrollment with Fresno City College led to significant cost savings. This year served as a foundational phase focused on planning, credit articulation, and staffing logistics to support long-term program development.

Action 6 College and Career Awareness: implemented several awareness events and initiatives, which were scaled back or postponed due to planning constraints. Nevertheless, the site leveraged existing structures and integrated college and career exploration within classroom

instruction to maintain momentum. Future efforts will focus on expanding dual enrollment, supporting students in meeting state college eligibility criteria, and increasing graduation rates.

Action 8- Technology: iPad distribution was delayed due to approval processes and scaled from schoolwide to grades 11–12, SPED, and K–2. Full implementation across all grade levels will occur during the 25-26 SY.

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- Professional Development & Collaboration: Underspent by $30,350. The site planned to invest $52,219 but spent only $21,868. This variance occurred due to fewer external professional development opportunities than anticipated. In response, the site implemented more district-led training, which reduced costs. Despite the lower spending, professional learning and instructional collaboration continued to move toward the intended outcomes.

Action 2- Extended Day Services: Underspent by $18,030. Out of the $25,704 budgeted, only $7,673 was spent. Persistent staffing shortages hindered the hiring of tutors necessary to provide extended learning opportunities. The site reallocated its focus to in-school interventions while continuing to address recruitment challenges.

Action 3- Professional Development & Collaboration: College & Career Indicator: Underspent by $13,613. From a planned $25,000, the site spent $11,386. Similar to math professional development, several external training opportunities were unavailable or infeasible. The site relied on district-provided professional development sessions, which were more cost-effective and allowed for continued capacity-building in support of CCI goals.

Action 4- Extended Day Services: Underspent by $25,704. None of the $25,704 allocated was spent due to the inability to secure staff to implement extended learning services related to college and career readiness. Although this limited program expansion, CCI support was maintained through alternative instructional approaches during the school day.

Action 5- CTE/Dual Enrollment: Underspent by $100,938. While $152,112 was budgeted, only $51,173 was expended. The discontinuation of some CTE offerings and the delayed implementation of dual enrollment with Fresno City College resulted in significant cost reductions. Planning, credit articulation, and staffing logistics required more time, making this a foundational year for long-term program development.

Action 6- College & Career Awareness: Underspent by $41,943. The site spent $10,276 of the $52,219 budgeted. Several awareness events and initiatives were scaled back or postponed due to planning constraints. Nevertheless, the site leveraged existing structures and integrated college and career exploration within classroom instruction to maintain momentum.

Action 7 - Family Outreach Liaison: Underspent by $35,419 of the $57,823 budgeted amount, with only $22,403 spent. Hiring delays prevented the Family Outreach Liaison from starting as planned, resulting in lower expenditures. The site continued outreach efforts using available staff while maintaining recruitment efforts for the position.

Action 8- Technology- Underspent by $22,828. Only $2,171 of the $25,000 allocated was used. The planned iPad purchase was revised to a phased rollout over three years rather than a one-time expenditure. This adjustment enabled the strategic integration of technology and distributed spending over time.

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

Based on the 2024 California Dashboard data, the effectiveness of the implemented actions in Central Unified's Goal 5 can be evaluated as follows:

Action 1 – Professional Development & Collaboration: (Math & ELA)
This action included summer conferences, planning time, and consultant support focused on math and English Language Arts (ELA) instruction. According to Metric 5.1, all students improved by 33.4 points, LI students by 15.2 points, and Hispanic students by 67.6 points in math performance. Combined with the 20-point gain in ELA performance, the growth is encouraging. This suggests that the professional development and collaboration efforts have been effective in contributing to gains, but additional support is needed to meet long-term proficiency goals.

Action 2 – Extended Day Services: Math
This action provided targeted small-group math instruction outside the regular school day. The gains made by all subgroups—especially the 67.6-point improvement for Hispanic students—indicate that this intervention has been effective, particularly for students with the most significant needs in foundational skills. However, as all subgroups are still performing below standard, continued implementation and monitoring are essential.

Action 3 – Professional Development & Collaboration (CCI)
This action focused on enhancing teacher capacity to integrate college and career readiness into the curriculum. There was a 10.7 percentage point increase in the CCI score from 2023 (3.1%) to 2024 (13.8%). This significant growth shows the action has been effective in improving post-secondary preparedness.

Action 4 – Extended Day Services (CCI)
Targeted extended day meetings for graduation and career planning were part of this action. The improvement in CCI, combined with a consistent graduation rate baseline of 86.2%, indicates that this action has been effective (despite staffing challenges) in supporting students' awareness of their graduation path and career opportunities.

Action 5 – CTE/Dual Enrollment
Expansion of CTE and dual enrollment opportunities directly supports post-secondary readiness. Given the 10.7% increase in the CCI, this action has been effective, contributing significantly to improved outcomes in college and career readiness.

Action 6 – College & Career Awareness

This action included college tours and parent engagement around college planning. Combined with the 20-point gain in ELA performance, this action is deemed effective as part of the comprehensive effort that improved the CCI.

Action 7 – Family Outreach Liaison
Chronic absenteeism remains high (19.3% overall), and the action is not practical, as the site was unable to fill the position. At the end of the 24-25 SY, this action was ineffective, and site leadership will work closely with the Family Services department to recruit and retain staffing for this position, thereby increasing the likelihood of effective implementation in the 25-26 SY.

Action 8 – Technology (iPads)
This action focused on improving student engagement and access to learning tools. While its direct impact was not measured, increased technology access may have supported academic gains in math and ELA. District and site leadership concluded that the action was not initially effective due to implementation delays; however, with improved purchasing processes, there is strong potential for successful implementation in the upcoming school year.

Overall, the site was responsive to challenges in purchasing and staffing, and the data analysis confirmed that these actions were effective.

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.

Next school year, the COHS will shift its focus from Career and Technical Education (CTE) pathways to expanding dual enrollment opportunities, providing students with greater access to college-level coursework (changing action 5). Support for existing programs in CTE will continue, but not expand.

A credentialed math teacher will be hired for COHS to strengthen math instruction (Action 1). Further, the site will add graduation rate and chronic absenteeism to its metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Professional Development, Supplemental	Professional Development for Teachers (Math Practices) • Summer Conferences • FTE Certified personnel - Math • Collaboration & planning time (summer)	$152,219.00	No

Action #	Title	Description	Total Funds	Contributing
	Programs & Collaboration- Math	• Collaboration & planning time- Release time during the school year • Contracts for Consultants (STEM, CGI, DMTI)		
5.2	Extended Day Services-Math	When we examined the root causes of Math for all students, SED, and Hispanic students based on the 2023 CA Dashboard, we found a common need among these student groups. The common need revolves around targeted academic support that addresses both content comprehension and the development of foundational math skills. To address this need in the areas of lowest performance, we will provide extended day certification, extra help, and small-group targeted instruction.	$25,704.00	No
5.3	Professional Development & Collaboration- CCI	This action will address the very low performance of all students, on the 2023 CA Dashboard, in college and career readiness. We examined the root causes of the low performance. We found that professional development for teachers focusing on college awareness, along with dedicated 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. Professional Development for Teachers (College Awareness) • Summer Conferences • Collaboration & planning time (summer) • Collaboration & planning time- Release time during the school year	$25,000.00	No
5.4	Extended Day Services-CCI	Extended day to meet with students to analyze graduation status and create graduation profile/colllege career planning.	$25,704.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	CTE/Dual Enrollment	Support CTE pathway offerings and expand dual enrollment opportunities. • Release/planning time • Materials & supplies • Curriculum	$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 to reduce chronic absenteeism and address the area of lowest performance for all students; including SWD.	$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 25-26 school year. The LCFF Equity Multiplier (EM) is a new funding program that commenced with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. Based on the ELA and Math performance on CAASPP, the district teamed with site leadership and educational partners to analyze assessment data in pursuit of the root causes for low performance. The site will implement targeted SEL pull-out lessons to build student relationships, improve attendance, and reduce suspensions. Monthly field trips to colleges and trade schools will support college and career awareness. Additionally, teachers will attend CCEA conferences and model school visits to strengthen alternative education practices through collaboration and professional learning. 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, which noted low achievement in math and ELA among students, Pathway CDS will implement the actions outlined below to improve ELA and Math performance for all students. It is also of note that 100% of carryover from the previous school year will be spent in support of these identified needs.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Balanced ELA Assessment	
6.2	Math Indicator	Data Year: 2023 Data Source: Schoolzilla -197.6 average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment	Data Year: 2024 Data Source: Schoolzilla *Less than 11 students - data not displayed for privacy		Data Year: 2026 Data Source: Schoolzilla -188.6-average distance from the minimum level 3 cut point for students who took the Smarter Balanced Math Assessment	Not comparable due to low enrollment.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Pathway CDS rolled out three key initiatives to support the academic and behavioral needs of its newly enrolled students. These efforts focused on improving engagement, supporting student growth, and ensuring equitable services, especially for English Learners, Foster Youth, and Low-Income students, in keeping with the goals of the Equity Multiplier.

Action 1- SEL/Behavior Support offered pull-out SEL lessons and one-on-one teacher support to help students build relationships, attend school more consistently, and reduce suspensions. This action was not fully implemented as no students were enrolled at Pathway CDS until later in the school year.
Action 2- College Career/Graduation included monthly visits to colleges and trade schools to introduce students to a range of post-secondary options. This action was not fully implemented as no students were enrolled at Pathway CDS until later in the school year.

Action 3 - Professional Development provided teachers with the opportunity to attend CCEA conferences and visit model schools, thereby strengthening their ELA and Math instruction through the use of proven strategies. This action was not fully implemented as no students were enrolled at Pathway CDS until later in the school year.

Although these programs were designed for school-wide implementation, several factors impacted rollout. The most notable challenge was midyear enrollment—only ten students enrolled after the year had already started. This late start made it difficult to establish routines and fully launch all planned activities. On the positive side, the small cohort allowed staff to build strong individual connections and tailor support; however, it did limit group-based efforts, such as SEL circles, which benefit from a larger peer group. Despite these challenges, the school successfully established partnerships with educational organizations and post-secondary institutions. These relationships have laid a strong foundation for full-year implementation in the 2025–26 school year.

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

A review of material differences between planned and actual expenditures for the 2024–25 school year revealed significant underspending across all three core actions.

Action 1- SEL/Behavior Support: Full allocation of $27,596 remained unspent, resulting in a 100% variance.
Action 2- College Career/Graduation: Only $225.69 of the planned $14,404 expended—representing a 98% difference
Action 3- Professional Development: None of the budgeted $8,000 utilized.

This level of underspending can largely be attributed to the timing and size of student enrollment. When enrollment begins late in the academic year or remains low, it limits both the feasibility and appropriateness of launching school-wide initiatives focused on attendance, engagement, and academic growth. Many activities—such as SEL programming, post-secondary field trips, and teacher training—are designed to occur over an extended timeline and at a scale that justifies investment. Without a stable student population early in the year, implementation efforts are delayed or scaled back, resulting in budgeted funds remaining unused.

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

The implementation of Pathway CDS's 2024–25 actions (1-3) showed limited effectiveness due to mid-year enrollment and a very small student cohort with no local benchmark data and CAASPP data pending end-of-year administration. At the time of this plan's approval, this school still did not have any end-of-year data to analyze. Pathway CDS will implement 100% of standards and provide all necessary materials for students enrolled during the upcoming school year. Once enrolled, student achievement will be monitored closely using the metrics noted in this goal.

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

Based on the challenges faced during the 2024–25 school year, particularly the impact of late and limited enrollment, Pathway CDS is making several focused adjustments for 2025–26 to better align actions with student needs and timing. For SEL/Behavior Support (Action 1), the adoption of the SEL curriculum and staff training will be moved to the first quarter, and a part-time counselor will be hired to ensure the timely delivery of services. In College and Career (Action 2), virtual campus tours will be introduced early in the year to expand access, while partnerships with local career centers will help reduce field trip costs and improve relevance. For Professional Development (Action 3), the school will secure early-bird registration for key conferences and schedule peer observation days with neighboring continuation schools to support ongoing teacher growth.

These limited but strategic changes aim to enhance program delivery, prevent missed opportunities due to timing, and ensure more consistent support for students, particularly if enrollment occurs again midyear.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	SEL/Behavior Support	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 25-26 school year. The LCFF Equity Multiplier (EM) is a new funding program that commences with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. Based on the ELA and Math performance on CAASPP, the district collaborated with site leadership and educational partners to conduct a comprehensive needs analysis, incorporating community input and assessment data, to identify the root causes of low performance. At the time of the 2024 Dashboard reporting, Pathway Elementary had no enrollment or demographic data represented on the Dashboard. Based on the needs analysis and input from educational partners, Pathway CDS will implement the strategies below to improve ELA and Math performance for all students enrolled during the regular school year (SY). This will be accomplished by adding additional SEL support, adding engagement activities, and adding professional learning for staff to promote best first instruction in ELA and Math.It is also of note that 100% of carryover from the previous school year will be spent in support of these identified needs.

Measuring and Reporting Results

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

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

Goal Analysis [2024-25]

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

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

In the 2024-25 school year, Pathway Elementary launched three key actions to support student growth in both academics and behavior, with a focus on improving ELA and Math outcomes over time. These efforts were primarily designed to meet the needs of our most vulnerable students—English Learners, Foster Youth, and Low-Income students—through the support of Equity Multiplier funding.

Action 1 focused on social-emotional learning (SEL) and behavior support. The goal was to provide pull-out SEL lessons and one-on-one teacher time to help students build trust, feel connected, and engage more consistently in school.
Action 2 aimed to strengthen teaching practices through professional development, including sending teachers and paraprofessionals to the “Learning and the Brain” conference to learn new, research-based strategies.
Action 3 supported structured engagement activities during recess, using materials and games to promote positive peer interaction and help students practice SEL skills in informal settings.

While these plans were firm on paper, their actual rollout faced a significant challenge: enrollment was late and very small. With only a handful of students arriving midyear, it simply wasn’t feasible to launch the full scope of these school-wide initiatives. By the time students were on campus, many of the key windows for ordering materials, booking conferences, or implementing group-based programs had already passed. Actions 1-3 were not implemented during the school year.

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

Action 7 - SEL/Behavior Support: $27,596 was budgeted, but none of it was spent.

Action 2 - Professional Development: $4,300 was set aside, but none of it was utilized.

Action 3-Engagement Activities: $18,104 was allocated, but spending was put on hold.

Each of these actions experienced a 100% variance, primarily due to the absence of a stable and adequately sized student population during the early part of the school year. Program implementation was delayed or deferred, as key components—such as structured recess activities—depend on having a sufficient number of students to support group dynamics. Similarly, professional development was not prioritized while staffing remained in a state of transition.

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

Due to the significantly low and delayed enrollment at Pathway Elementary during the 2024–25 school year, there is insufficient data to determine the effectiveness of the actions taken. As an alternative school that did not receive any student referrals until midyear, the intended implementation of these initiatives—targeting academic and behavioral growth through SEL support, professional development, and structured engagement—was severely limited. As a result, there were not enough participating students or time to generate meaningful evidence of impact or evidence of effectiveness of the proposed actions.

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

In light of the limited enrollment and delayed student referrals during the 2024–25 school year, no changes have been made to the overall goal or metrics at this time. However, implementation plans for the 2025–26 school year will include contingency strategies for late enrollment, such as staggered timelines for professional development and flexible purchasing windows for SEL materials and engagement resources. The site team will also develop a scaled implementation plan that adjusts supports based on actual student population levels to ensure services can begin as soon as feasible. Continued collaboration with district leadership will support proactive staffing and readiness so that, if enrollment increases earlier in the year, action steps can be launched more effectively and data can be collected to measure progress toward the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	SEL/Behavior Support	Teacher extra help-pull out SEL lessons for students in order to create relationships/connections improve attendance and reduce suspensions.	$27,596.00	No

Action #	Title	Description	Total Funds	Contributing
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 addresses a critical need, as evidenced by the disproportionately high suspension rates and exceptionally low College/Career Indicator (CCI) performance reported on the California Dashboard. In 2023, the suspension rate for all students was 31.5%, with similarly high rates for LI (33.1%), African American (32.8%), and Hispanic (31.7%) students—significantly above state and county averages. These rates increased in 2024 for all groups except African American students, with Hispanic students rising to 36.3% and LI students to 35%. These figures reflect a need for targeted behavior supports and culturally responsive interventions. In parallel, the CCI data revealed that only 1.6% of all students were considered "Prepared" in 2023, dropping to 0% in 2024, underscoring an urgent gap in postsecondary readiness. By setting clear annual targets for reducing suspensions by 3% and increasing CCI preparedness by 3% through 2027, this goal directly responds to these disparities. It aligns with the school's commitment to equity, student success, and whole-child support. It is also of note that 100% of carryover from the previous school year will be spent in support of these identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Supsension Rate	Data Year: 2023 Data Source: CA Dashboard All- 31.5% LI:- 33.1% AA- 32.8% Hispanic- 31.7%	Data Year: 2024 Data Source: CA Dashboard All- 33.3% LI- 35 % AA- 24 % Hispanic- 36.3%		Data Year: 2026 Data Source: CA Dashboard All- 2.5% LI- 24.1% AA- 23.8% Hispanic- 2.7.7%	All- +1.8% LI- +1.9% AA- -14.2% Hispanic- +4.6%

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				
8.2	CCI	Data Year: 2023 Data Source: CA Dashboard All- 1.6% LI- * Hispanic- * *Less than 11 students - data not displayed for privacy	Data Year: 2024 Data Source: CA Dashboard All- 0% LI- 0% Hispanic- 0%		Data Year: 2026 Data Source: CA Dashboard All- 9.6% LI- 3% Hispanic- 3%	All- -1.6% LI- * Hispanic- *

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Pershing Continuation High School focused on improving student outcomes in two key areas: reducing the suspension rate and increasing the proportion of students classified as "Prepared" on the College and Career Indicator (CCI).

The implementation of Action 1, Classified Support, directly addresses the high suspension rates among all students, particularly those from low-income, African American, and Hispanic backgrounds, as identified on the 2024 California Dashboard. The appointment of a Student Liaison reflects a proactive approach to addressing the root causes of these disproportionate suspension rates. Rather than relying solely on punitive measures, this role focuses on providing timely, supportive interventions aimed at de-escalating conflicts and guiding students toward positive behavior. This aligns with the identified need for more restorative and inclusive disciplinary practices. As a result, this action has the potential to significantly reduce suspension rates and contribute to a more supportive and equitable school environment. This action was not fully implemented. There were substantive differences in the identified student groups of this action due to staffing difficulties. For effective implementation, the school will monitor disciplinary data, gather feedback from students and staff, and adjust practices as needed to ensure that the liaison’s work leads to improved student outcomes.

In Action 2, Certified Extra Support, the school addresses the extremely low performance of students on the College and Career Indicator (CCI), with all students scoring 1.6% in 2023 and dropping to 0% in 2024. The root cause analysis revealed a common need for personalized academic guidance and structured opportunities to gain college experience, especially for low-income and Hispanic students. By allocating additional hours for a teacher to support Dual Enrollment students through a partnership with Fresno City College, Pershing is taking a targeted step toward improving college and career readiness. This action not only provides students with direct access to college credits but also ensures they have the academic and emotional support needed to succeed in more rigorous coursework. This action was not fully implemented. There were substantive differences in the intention and implementation of this action due to staffing difficulties. Successful implementation of this strategy will require tracking student progress in Dual Enrollment courses, ensuring alignment with students' postsecondary goals, and providing ongoing academic counseling. Together, these actions address both behavioral and academic barriers, supporting holistic student success.

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- Classified Support: The planned investment of $66,260 in classified support staff was not realized during the year due to persistent staffing shortages and difficulties in recruitment. As a result, no funds were expended for this action. The lack of available personnel prevented the implementation of this support, which was intended to assist low-income, African American, and Hispanic students in navigating academic and behavioral challenges.

Action 2- Certificated Extra Support: Of the $124,262 allocated for certificated extra support, only $25,277.60 was spent. This material difference occurred because fewer certificated staff were available or willing to take on additional duties outside of their regular responsibilities. Consequently, the level of extended learning opportunities and targeted interventions for low-income and Hispanic students was lower than anticipated.

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

The actions implemented during the 2024–25 school year showed mixed effectiveness in achieving the intended outcomes. In terms of suspension rates, the goal of reducing suspensions was not met. Instead, the overall suspension rate increased by 1.8%, rising from 31.5% to 33.3%. Suspension rates also rose for targeted student groups, with Hispanic students experiencing the largest increase at 4.6%. These results indicate that the strategies in place were not effective in lowering suspensions and highlight the need for additional or revised interventions. Regarding the College/Career Indicator (CCI), the available 2024 data are incomplete due to privacy restrictions; however, no substantial improvement has been observed. With a baseline CCI rate of only 1.6% and a target of 10.6% by 2027, there has not yet been measurable progress toward meeting this goal. While the school successfully expanded opportunities and supports for students, the overall impact on key student outcomes remained limited, particularly in addressing suspensions.

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.

Several changes will occur for the 2025–26 school year. First, while classified support in Action 1 will continue, it will be revised to include a stronger focus on targeted social-emotional learning (SEL) programs and restorative practices, possibly through partnerships with behavioral specialists or trauma-informed care experts. Support for high-need student groups, particularly Hispanic students, should be strengthened through culturally responsive services and expanded family engagement strategies.

In Action 2, Academic supports also need refinement, particularly in making dual enrollment pathways and college counseling more accessible and impactful for a broader range of students. Additionally, the school added performance targets for CCI to call out dashboard performance for LI and Hispanic 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.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Classified Support	This action will address the high levels of suspensions for (red) of all students, low-income, African American, and Hispanic students on the 2023 Dashboard. -A Student Liaison/Classified extra support, including behavior interventions with a stronger focus on targeted social-emotional learning (SEL) programs and restorative practices, helping to address this need by offering timely interventions and support, ultimately reducing suspension rates and fostering a more inclusive and equitable school environment.	$66,260.00	No
8.2	Certificated Extra Support-College Awareness & Counseling	This action will address the very low performance (red) of all students, low-income and Hispanic students, in college and career readiness on the 2023 Dashboard. • Personalized academic guidance and support (extra planning time, PLC work, and collaborative planning for counselors and staff)	$124,262.00	No

Action #	Title	Description	Total Funds	Contributing
		• Structured opportunities for students (all students, LI, and Hispanic) to gain college credits and experience (field trips, assemblies, site-based community/parent events) • Additional dual enrollment pathways and college counseling are more accessible and impactful for a broader range of students. (added counseling time and extended day) • Added metrics for CCI call-out dashboard performance for LI and Hispanic students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By Spring 2027, Madison Elementary will increase the percentage of students meeting or exceeding standards in Math and ELA by at least 3 points per year, with a targeted focus on Students with Disabilities (SWD), as measured by CAASPP assessments. Additionally, Madison Elementary will reduce the chronic absenteeism rate by 3% annually for all students, with specific emphasis on English Learners (EL) and Asian students, as reported on the California School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Madison Elementary is identified as eligible for Equity Multiplier funding for the 25-26 school year. The LCFF Equity Multiplier (EM) is a new funding program that commences with the 2023-2024 school year. EM funds may only be used for eligible schools within the LEA. Schools are eligible for EM funding based on their non-stability rate and the percentage of low-income students they serve. Based on the Dashboard indicators for ELA, Math, and Chronic Absenteeism, the district collaborated with site leadership and educational partners to delve deeper into assessment data to identify the root causes of low performance. Based on the needs analysis and collaboration with educational partners, the district and Madison Elementary identified an urgent need to improve ELA and Math academic performance indicators for all students, with a particular focus on students with disabilities. This school will improve English Learner Progress, as well as focus on reducing chronic absenteeism for all students, especially English Learners and Asian students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	ELA Indicator	NA	Data Year: 2024 Data Source: Dashboard All Students: 17.1 points below standard		Data Year: 2026 Data Source: Dashboard All Students: 5 points below standard	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 86.8 points below standard		SWD: 70 points below standard	
9.2	Math Indicator	NA	Data Year: 2024 Data Source: Dashboard All Students: 26.3 points below standard SWD: 110.5 points below standard		Data Year: 2026 Data Source: Dashboard All Students: 25 points below standard SWD: 95 points below standard	NA
9.3	ELPI	NA	Data Year: 2024 Data Source: Dashboard 63.8% making progress toward English language proficiency		Data Year: 2026 Data Source: Dashboard 65.8% making progress toward English language proficiency	NA
9.4	Chronic Absenteeism Indicator	NA	Data Year: 2024 Data Source: Dashboard All Students: 27.2% chronically absent Asian: 28.6% chronically absent EL: 30.6% chronically absent		Data Year: 2026 Data Source: Dashboard All Students: 20% chronically absent Asian: 25.6% chronically absent EL: 25.6% chronically absent	NA

Goal Analysis [2024-25]

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.

This goal will be implemented in the 25-26 school year.

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.

NA

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

NA

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	ELA & Math Proficiency	Madison will provide enhanced academic support through additional staffing and technology resources to strengthen Tier 1 and Tier 2 instruction in ELA and Math, especially for students with disabilities (SWD). Madison will: • Hire an extra long-term substitute to co-teach in Reading and Math Labs, providing small group and IEP-aligned support above and beyond baseline IEP supports. • Fund 10 trained teaching fellows in TK–1 to support foundational literacy/numeracy. Fellows will receive PD with an ELD focus. • Purchase 8-10 laptops to support lab instruction, substitute access, and administrative instructional planning.	$321,090.00	No

Action #	Title	Description	Total Funds	Contributing
		• Hire 2–3 Amergis aides or long-term special education substitute aides to provide consistent daily supplemental IEP-aligned and behavioral support.		
9.2	English Learner Progress	To accelerate English Learner (EL) progress towards English language proficiency and close achievement gaps, Madison will expand in-class academic support by increasing the hours of Teaching Fellows currently assigned to support EL students. Presently, Teaching Fellows are funded for 3 hours per day; this action will increase their support to 4–5 hours per day, based on individual availability. In addition, we will hire 10 new Teaching Fellows to provide targeted small-group and one-on-one support in classrooms with high concentrations of English Learners. These Fellows will focus on language development, literacy support, and scaffolding content instruction.	$125,100.00	No
9.3	Chronic Absenteeism	Madison Elementary will enhance two-way communication with families and increase engagement with increased Family Literacy and Math Nights, as well as workshops on IEP navigation, academic progress monitoring, and home learning strategies. These efforts aim to support English Learners (ELs) and Asian students by fostering stronger school-home partnerships that contribute to academic progress and will be supplemented by regularly provided engagement activities.	$83,435.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$56,981,035	$6,761,153

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
33.276%	0.000%	$0.00	33.276%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Literacy Rich Schools **Need:** Recent performance data from the 2023 and 2024 California School Dashboard highlight a critical and ongoing need to improve literacy outcomes for Central USD's most underserved student groups—English Learners (EL), Low-Income (LI) students, and Foster Youth (FY).	To tackle the need for increased library service access, the focus will be on enhancing access to literacy-rich libraries and supporting staff to ensure availability for EL, LI, and FY academic performance. To ensure equitable access to the library services and literacy-rich environments for these student groups, Central USD will systematically enhance its library system to close the achievement gaps identified in ELA. The district will assist secondary school teacher-	ELA & ELPI Indicators CA Dashboard (all students, EL, LTEL FY, LI) ELPI (EL), Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The English Language Arts (ELA) performance indicator reveals concerning trends. From 2023 to 2024, EL students' scores declined from 58.1 points below standard to 60.7 points below, representing a decrease of 2.6 points. LI students dropped from 31.0 to 33.2 points below standard, a decline of 2.2 points. Although Foster Youth demonstrated improvement from 98.8 to 82.6 points below standard (a gain of 16.2 points), they remain significantly below standard. Additionally, Long-Term English Learners (LTELs) experienced a sharp decline in preparedness, falling from 8.83% prepared to an estimated 0%, representing an 8.83 percentage point loss. These performance gaps underscore the need to enhance equitable access to literacy-rich environments and library services that support language and literacy development for EL (including LTEL), LI, and FY students. Access to well-resourced school libraries, equipped with a range of print and digital materials in various languages, skilled library staff, support staff/media technicians, and media technology, is a proven strategy to support academic achievement, particularly in reading and writing. Equally important is the availability of teacher-librarians at secondary schools who can assist students in developing critical research skills using up-to-date digital tools and multilingual resources. After reviewing the needs assessment, one of the primary reasons for students' academic struggles was the challenge of accessing library services	librarians and classified media tech staff 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. Access to libraries enhances academic achievement by offering resources such as books, computers, and educational programs that support learning, research, and skill development, thereby aiding students in their academic success. We anticipate that ELA achievement data, as measured by local assessments, the ELPI measure on the CA Dashboard, and CAASPP for EL, LI, and FY students, will improve as these services are tailored to meet the literacy needs associated with these student groups. Since we expect that all students requiring extra support in ELA will benefit, this action is implemented districtwide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 conclusion. **Scope:** LEA-wide		
1.4	**Action:** Multi-Tiered System of Support-Academic Tier 2-3 **Need:** Central USD's CAASPP English Language Arts (ELA) and Mathematics performance indicators show a continued need for improvement, particularly for student groups such as English Learners (EL), Low-Income (LI) students, and Foster Youth (FY), who are consistently performing below the all-student group. The 2024 ELA data show that EL students scored 60.7 points below the standard, LI students scored 33.2 points below the standard, and FY students scored 82.6 points below the standard, all performing significantly below the all-student group, which scored 25 points below the standard. In Math, the disparities are even more pronounced: EL students scored 84.4 points below standard, LI students scored 69.3 points below, and FY students scored 115.6 points below standard,	Central will provide the following Multi-Tiered System of Support: Academic Tier 2-3: • Intervention • High Dose Tutoring • Reading Lab Teachers • Extended-day learning (ELO-P) • Paraprofessionals (Biola, Hahn, Phan, Tilley, Madison, Teague, Roosevelt, Steinbeck, & McKinley) • Intercession and Summer School • Summer School Certificate Push In to Support ELs • PLC with a focus on services for the EL, LI, and FY students • Vice principals and support staff will be deployed to provide targeted services • Intervention teachers Additional services aim to provide more instructional time, personalized support, and necessary scaffolding to enhance student learning. This includes support time in classrooms, tier 2 intervention services, extra time in the summer,	ELA & Math Indicators CA Dashboard (All Students, EL, FY, and LI), Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	while the all-student group scored 60.6 points below standard. Although FY showed notable growth in both ELA (+16.2 points) and Math (+20.8 points) compared to the previous year, their performance levels remain significantly below standard. English Learners and Low-Income students demonstrated minimal improvement or slight declines. Based on the needs assessment and input from educational partners, these student groups continue to require targeted, just-in-time academic interventions that are responsive to real-time formative data. Supports such as Tier 2–3 interventions during the school day, high-dose tutoring, reading lab teachers, extended-day learning (ELO-P), and summer and intersession programs remain essential. Additionally, deploying paraprofessionals in targeted schools (Biola-Pershing, Hahn, Phan, Tilley, Madison, Teague, Roosevelt, Steinbeck, and McKinley) remains a strategic approach to accelerate literacy and language acquisition for FY, EL & LI students. These data support the continued implementation and expansion of Central USD's MTSS Academic Tier 2–3 framework to address persistent academic gaps and ensure all students—especially EL, LI, and FY subgroups—have access to timely, individualized support that meets their learning needs.	and intervention for EL, LI, and FY students to receive additional support. Support staff will collaborate with instructional support coaches to provide differentiated instruction and targeted strategies that support the unique needs of identified students. Staff will also receive support in diagnostic testing, data analysis, and the development of effective intervention strategies. Schools identified as having the highest need, based on unduplicated pupil percentages, will receive additional paraprofessional support, determined through academic data analysis. Each elementary focus school will allocate additional paraprofessional support to one focus grade level based on performance data. Customized services for EL, 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. The focus on 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 schools identified with the highest need based on unduplicated pupil percentages. 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, mastery of standards, and improving student outcomes. At elementary sites with high unduplicated student counts, vice principals play a critical role in monitoring the implementation of academic interventions and ensuring fidelity to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	MTSS supports. Research confirms that school leaders who facilitate ongoing formative assessment cycles and lead data-driven Professional Learning Communities (PLCs) significantly improve instructional quality and student learning (DuFour & Fullan, 2013). Additionally, support staff can assist with progress monitoring, coordinating intervention schedules, and disaggregating assessment data, ensuring timely responses to student needs and accelerating achievement for English Learners, Foster Youth, and Low-Income students. Intersession is offered during winter and spring break. The services focus on credit retrieval for EL, LI, and FY, as well as ELD support for those ELs who are not making progress. Summer School targets students who are academically at risk with priority status and enrollment for the EL, 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. Extended-day learning opportunities are also available. Oversight from the district will guarantee that resources are allocated to benefit English Learners, Foster Youth, and Low-Income students who have unfinished learning needs. Reading lab teachers provide language and vocabulary support, while instructional assistants offer curriculum and instruction tailored to students with FY, LI, and EL needs. Directly providing resources to sites facilitates customization of	

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
		academic support, reducing overall performance gaps in CAASPP ELA and Math. District monitoring will ensure funds serve 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. Based on past work, Central USD is confident that effective Professional Learning Communities (PLCs) will provide a structured and systematic method for allowing collaboration among specific EL, FY, and LI students. Research analysis indicates that Professional Learning Communities (PLCs) offer several benefits for English learners, foster youth, and low-income students, including collaborative support, focused professional development, data-driven decision-making, culturally responsive teaching, increased teacher efficacy, a focus on equity, and resource sharing. The collaborative nature of Professional Learning Communities (PLCs) fosters a positive school culture, creating 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 English learners, foster youth, and low-income students. Numerous studies have demonstrated the effectiveness of academic interventions in improving student learning outcomes across various subjects and student populations. Because	

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
		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, as noted above, will be provided exclusively to the mentioned sites and will be explicitly allocated 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 ELs, LI, and FY.	
1.6	**Action:** Professional Development & Instructional Support Coaches **Need:** Central USD's CAASPP English Language Arts (ELA) and Math performance continues to reflect a need for targeted improvement, particularly among low-income (LI) students, English Learners (EL), and Foster Youth (FY), whose academic outcomes remain below that of the all-student group. ELA In 2024, LI students scored 33.2 points below the standard, EL students scored 60.7 points below the standard, and FY students scored 82.6 points below the standard, compared to the all-student group, which scored 25 points below the standard. While FY students demonstrated some improvement from the prior year, their performance remains well below standard. Math	To address the need for improved academic achievement for LI, EL, & FY students, Central USD will provide: • Professional development for Pre-K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity with a specific focus on the needs of students learning a second language, the needs of foster youth, and children from low-income homes. • Support the instructional coaching model with eight Instructional Support Coaches (ISCs) to successfully implement new learning from professional development to accelerate student learning for LI, EL, & FY. Instructional coaches provide at-the-elbow coaching in the classroom and work alongside teachers to collaboratively co-plan and teach identified students.	ELA & Math Indicators CA Dashboard (All Students, EL, FY, and LI), Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Similarly, Math performance data show that LI students scored 69.3 points below the standard, EL students 84.4 points below, and FY students 115.6 points below, while the all-student group scored 60.6 points below the standard. The persistent performance gaps highlight the need for more effective instructional strategies and supports tailored to these student groups. Early Assessment Program (EAP) data further reinforce this need. In 2023–24, only 23% of EL students, 15% of FY students, and 39% of LI students scored “conditionally ready or higher” in ELA, while the all-student group was at 41%. In Math, only 6% of EL students, 7% of FY students, and 17% of LI students met the same threshold, compared to 20% of all students. The lack of growth or slight declines in EAP readiness from the previous year emphasize the need for strengthened Tier 1 instruction and strategic use of formative assessment data to guide practice. A needs assessment and feedback from educational partners confirmed that educators require additional professional development and instructional coaching to meet the diverse learning needs of students, particularly in supporting English Language Learners (EL), and Foster Youth (FY) students. In our experience, Instructional Support Coaches are essential in helping teachers implement differentiated instruction, Just-in-Time Teaching, and evidence-based	• Added Professional Learning days at the beginning of the school year (certificated & classified) 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 & Math will benefit, this action is implemented district-wide.	

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
	strategies aligned to formative assessment results and CAASPP data. Past practice has demonstrated that professional development focused on literacy, mathematics, and academic language acquisition will enhance staff capacity to close achievement gaps and support academic growth for all students, particularly those who are most underserved. **Scope:** LEA-wide		
1.7	**Action:** Instructional Supplemental Support for Sites **Need:** Based on Central USD's most recent state and local English Language Arts (ELA) and Mathematics performance data, English Learners (EL), Foster Youth (FY), and Low-Income (LI) students continue to experience significant achievement gaps compared to the all-student group. These disparities underscore the need for individualized and site-based supplemental instructional support. ELA: In 2024, LI students scored 33.2 points below the standard, EL students scored 60.7 points below the standard, and FY students scored 82.6 points below the standard, compared to the all-student group, which scored 25 points below the standard. Math:	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 cause analysis and are designed to meet the needs most associated with EL, FY, and LI students. • Supplementary instructional materials for literacy, numeracy, ELD, and intervention • Technology hardware and software to support access to academic services • Credit recovery, academic and career counseling, and college readiness (secondary) • Funding for welcoming school environments (PBIS, parent engagement, multicultural events) • Educational enrichment trips and science experiences • Supplemental materials and supplies	ELA & Math Indicators CA Dashboard (All Students, EL, FY, LI), Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Similarly, LI students scored 69.3 points below standard, EL students 84.4 points below, and FY students 115.6 points below, while the all-student group scored 60.6 points below standard. A comprehensive assessment of student needs—conducted using district- and site-level state and local data—highlighted that EL, FY, and LI students benefit most when supplemental supports are available directly at their school sites. Educational partner input confirmed that students are more engaged when they have access to individualized interventions, supplementary materials, and enrichment opportunities on their campuses, where they already have strong relationships with staff. With district guidance and oversight, school sites conduct comprehensive needs analysis with their site leadership, educational partners, and parent committees. The site then determines how to utilize this funding to best meet its needs. **Scope:** LEA-wide	These initiatives directly support EL, FY, and LI students by providing targeted instruction, interventions, and enhanced access to services through technology. Extended counseling and college readiness programs support long-term academic planning, while investments in school climate, enrichment opportunities, and community events promote inclusive and engaging learning environments. Each school conducts a comprehensive needs analysis with leadership teams, educational partners, and parent committees to guide the use of funds. All expenditures are monitored by Fiscal and Educational Services to ensure alignment with district priorities and the needs of students. Funding allocations will be tailored to each school′s identified needs for FY, LI, and EL students. Expenditures will be informed by school site plans and agreed upon through site leadership and school site councils. Priority will be given to initiatives that aim to close achievement gaps, particularly through the use of supplemental materials, academic interventions, and technology. Secondary schools will also emphasize credit recovery, counseling, and college and career readiness. Funding will support both academic and climate-related goals, including educational enrichment and welcoming school environments. Ongoing monitoring will ensure compliance and effectiveness. Site Area Administrators will collaborate with district departments to oversee the implementation and spending of these funds, ensuring resources	

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		are used strategically to meet the needs of EL, FY, and LI students. This partnership ensures accountability, promotes equity, and supports high-impact practices. All services are based on thorough needs assessments that focus on addressing the most critical gaps for these student groups. Although this action is specifically designed to meet the needs of EL, LI, and FY students, the use of site-based decision-making allows each school to address its unique challenges. This localized approach supports more effective and targeted interventions that can benefit all students who are struggling academically, so we will provide this action district-wide.	
2.1	**Action:** Academic & Career Counseling/Graduation Rate **Need:** Central USD's graduation rates for Foster Youth (FY), English Learners (EL), and Low Income (LI) are lower than those for all students. While the overall graduation rate increased to 89% in 2024, the graduation rates were 63.9% for FY students, 79.2% for EL students, and 89% for LI students. The 2024 CA Dashboard data shows that while there were modest gains in College/Career Indicator (CCI) preparedness—EL (+1.5%), FY (+6.1%), and LI (+4.6%)—these increases remain below state targets, highlighting the ongoing need for intensified academic and college	To support the Graduation Rate for EL, FY, & LI, Central will provide the following: • Additional counseling staff • Additional counseling hours (to provide after-school and evening hours) • The TCRC will offer language support and engage Family Outreach Liaisons and district interpretation staff (detailed in Goal 3) for extended time/evenings to ensure EL, FY, and LI parents are involved in workshops and training. (extra help, workshop costs, overtime, interpretation, collaboration,) To address these challenges, Central USD will enhance academic and career counseling services across high schools and expand supports available through the Teague Community	CA Dashboard Graduation Rate & CCI, HS & MS Drop Out Rates (All Students, EL,FY, & LI), Educational Partner Input

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	career counseling. Additional support is necessary to sustain and accelerate progress, particularly for Foster Youth and English Learners, who continue to face systemic barriers to postsecondary readiness. These subgroups continue to show significant gaps compared to their peers. The high school dropout rate remains at 9%, far from the district's target of 3%, reinforcing the need for more comprehensive intervention and support. Middle school dropout rates have decreased from 1.35% to 0.46%, but continued attention is necessary to reach the goal of 0%. Based on a needs assessment and root cause analysis, the district identified shared barriers across the EL, FY, and LI subgroups, including limited access to timely academic and career guidance, language-accessible communication, and after-hours support for students and families. **Scope:** LEA-wide	Resource Center (TCRC). Additional staff will provide targeted assistance in academic, career, and socio-emotional development, while the TCRC will offer extended hours and language support. Family Outreach Liaisons and interpreters (detailed in Goal 3) will also be engaged to ensure EL, FY, and LI parents can actively participate in workshops and trainings. These coordinated efforts aim to increase graduation rates and reduce dropout rates for the district's most vulnerable student populations. Additionally, 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, educational, and social/emotional development. Additionally, technology access, career counseling, FAFSA assistance, and college application training will be provided. The TCRC will offer language support from district interpreters and engage Family Outreach Liaisons for after-hours services to ensure EL, FY, and LI parents are involved in workshops and training. These efforts aim to increase graduation rates and college and career readiness, benefiting students who struggle throughout the district. As noted above, the needs assessment and root cause analysis identified shared barriers across the EL, FY, and LI subgroups, including limited access to timely academic and career guidance, language-accessible communication, and after-hours support for students and families.	

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
		Counseling support helps students develop the skills and knowledge necessary to succeed in both academic and professional settings. By providing information about college admission requirements, career pathways, and opportunities for further 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 the addition of increased counseling time and services, the district anticipates lower HS & MS drop out rates, improved graduation rates and college and career readiness, as measured by the College Career Indicator, as reported on the CA Dashboard, over the next three years.	
2.4	**Action:** Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3 **Need:** Graduation rates for Foster Youth (FY), English Learners (EL), and Low-Income (LI) students continue to lag behind the district average. In 2024, the overall graduation rate was 89%, while EL students graduated at a rate of 79.2%. FY data was suppressed due to small student counts, but prior data shows a persistent gap. Chronic absenteeism remains disproportionately high among FY and LI students. In 2024, chronic absenteeism rates were 22.1% for all students, 24% for FY students, and 23.8% for LI students. These	Central USD acknowledges the disparities in graduation rates and chronic absenteeism among English Learner (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address these issues, the district will implement supplemental and intensive services such as targeted social-emotional counseling and support from the Support Academic Family Engagement (SAFE) Team. Secondary counselors will work in collaboration with intervention staff to ensure early identification and response to student needs. Additionally, the district will provide Social and Emotional Learning (SEL) materials and counseling resources to promote equity and inclusion for all learners. These efforts aim to increase student motivation, strengthen engagement, and ultimately improve graduation	Graduation Rate, Chronic Absenteeism Rate (All Students, EL,FY, and LI)

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	figures reflect ongoing attendance challenges despite recent improvements. Based on the needs assessment, Central USD acknowledges that chronic absenteeism and low graduation rates among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students stem from complex, overlapping barriers that include social-emotional, academic, and familial challenges. **Scope:** LEA-wide	rates and reduce chronic absenteeism among the district's most underserved populations. By providing social/emotional counseling and support from the Support Academic Family Engagement Team (SAFE Team), students receive targeted assistance to overcome barriers to academic success. In our experience, addressing socio-emotional needs can enhance student engagement, attendance, and overall well-being, ultimately leading to higher graduation rates and a reduction in chronic absenteeism. Collaboration between secondary counselors and intervention staff ensures that students at risk of dropping out receive personalized support and interventions tailored to their specific needs. By working together, counselors and intervention staff can identify early warning signs, provide timely interventions, and connect students with necessary resources, ultimately helping to improve graduation rates and reduce chronic absenteeism. By promoting equity and inclusion for all learners through social-emotional learning (SEL) materials and counseling, schools create a supportive and inclusive environment where students feel valued and empowered to succeed. In our experience, addressing the social and emotional needs of EL, FY, and LI students can positively impact their overall academic performance, attendance, and engagement, ultimately leading to improved graduation rates and a decrease in chronic absenteeism. While targeting EL, FY, and LI students, this initiative will be implemented with all students district-wide, as research indicates that social-	

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		emotional support helps all students feel connected to their school community, fostering a sense of belonging and engagement. By implementing tiered SEL interventions, the district anticipates improved graduation rates and reduced chronic absenteeism for all students, particularly English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, as measured by the CA Dashboard.	
2.6	**Action:** Multi -Tiered System of Support (MTSS) Behavior Tier 2-3 **Need:** Suspension rates for Foster Youth (FY), Low-Income (LI), and English Learner (EL) students remain higher than the rate for all students. In 2024, the overall suspension rate was 5.3%, while FY students had a rate of 10.3%, LI at 6.2%, and EL at 6.4%. Local climate survey data from spring 2024 indicates a continued concern in perceived campus safety, with a 3-point drop in safety ratings reported by students in grades 6–12. Based on the needs assessment, Central USD recognizes the persistent disparities in suspension rates among FY, EL, and LI students, as well as the need to improve perceptions of school safety. To address these challenges, the district will implement targeted behavioral supports and multi-tiered interventions, including Tier 2–3 systems such	While providing equitable and engaging educational opportunities for all students, Central USD recognizes the disproportionate suspension rates experienced by English Learners (EL), Foster Youth (FY), and Low-Income (LI) students. To address these disparities, the district will enhance social-emotional and behavioral supports to improve outcomes and student motivation. Key components include: -Tiered interventions such as "thinkerys" for reflection and conflict resolution (staffing and supplies) -Additional personnel, including All 4 Youth clinicians, CYS professionals, behavior aides, and intervention counselors -Oversight by the Supervisor for Campus Culture/Safety to monitor implementation and effectiveness • HS & MS Resource Officers -Behavioral Academic Intervention Teams that use screening data to identify and support at-risk students In our experience, these services strengthen	Suspension Rate (All Students, FY, LI), Educational Partner Input, Local Climate Survey (Safety & Connectedness)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	as “thinkerys” for reflection and conflict resolution. **Scope:** LEA-wide	student-adult relationships, foster a more supportive school climate, and reduce suspension rates. The Supervisor for Campus Culture/Safety will deliver PD to PBIS Coordinators and site staff, as well as provide oversight to School Safety Plans and SEL curriculum and services. Student Resource Officers (SROs) at secondary schools will build rapport with students and help prevent and address bullying, violence, and substance abuse—issues that often disproportionately impact foster youth and low-income students. Their presence also contributes to a sense of safety and stability, particularly for students who may have experienced trauma. Additional support personnel, working in tandem with the SAFE team members, will provide both individual and group counseling, promote social skill development, and connect students and families to community-based resources, thereby improving well-being and school connectedness. These services create a supportive and structured school environment that enhances academic and behavioral outcomes, particularly for vulnerable populations like English Learners (EL), foster youth, and low-income students. These supports address trauma, language barriers, and social-emotional needs, leading to increased engagement, reduced disciplinary incidents, and higher achievement. Studies highlight that consistent access to adult mentorship, culturally responsive behavior interventions, and emotional regulation skills significantly boosts resilience and school connectedness for these groups. Through this comprehensive system of supports, Central USD expects to see improved perceptions	

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		of school safety and a reduction in suspension rates, as measured by the local climate survey. Although these strategies are primarily targeted toward the needs of FY and LI students, the district recognizes that a proactive, relationship-centered approach benefits all students. For this reason, the action is implemented district-wide.	
2.7	**Action:** Co-Curricular Activities **Need:** Central USD's CAASPP ELA and Math performance data for 2024 indicate continued disparities in academic achievement for English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to the all-student group. ELA Performance (2024): • Low-Income (LI) students scored 35.1 points below standard • English Learners (EL) scored 61.2 points below standard • Foster Youth (FY) scored 101.3 points below standard Math Performance (2024): • Low-Income (LI) students scored 72.4 points below standard • English Learners (EL) scored 89.7 points below standard • Foster Youth (FY) scored 141.2 points below standard Based on a comprehensive needs assessment	To address these disparities, the district will expand co-curricular opportunities that promote student connectedness to school, foster emotional expression, and enhance learning outcomes. Programs such as the Science Fair, Odyssey of the Mind, Academic Decathlon, Spelling Bee, Peach Blossom Festival, Ujima, and Young Author's Fair will be supported through materials, travel, and registration fees to ensure equitable access. To further support this initiative, Central USD will employ 16 Elementary VAPA teachers, 14 Middle School VAPA teachers, and 19 High School VAPA teachers. These efforts aim to promote early exposure to VAPA programs and academic enrichment, cultivate positive school connections, and ultimately improve academic performance in Math and ELA for historically underserved student groups. In our experience, co-curricular activities such as academic competitions, festivals, music, art, and choir programs positively impact academic achievement and interest in engaging in a broad course of study for EL, FY, & LI low-students in several ways: 1. Improved Cognitive Development:	ELA & Math Indicators CA Dashboard (all students, EL,FY, LI), Broad Course of Study Outcomes, Educational Partner Input

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	and consistent input from educational partners, Central USD recognizes the need to increase motivation and engagement for EL, FY, and LI students through early exposure to a broad and enriching course of study. **Scope:** LEA-wide	• Engaging in co-curricular activities stimulates brain areas involved in language, reasoning, and spatial intelligence. These activities enhance memory, attention, and critical thinking skills, which in turn lead to improved performance in core academic subjects. 2. Enhanced Academic Performance: • Studies have shown that students involved in co-curricular activities tend to have higher grades and standardized test scores. The discipline and practice required in these activities can improve skills such as concentration and perseverance, which are crucial for academic success. 3. Increased Engagement and Attendance: Based on input from educational partners, co-curricular programs can make school more enjoyable and engaging for students, which can help reduce absenteeism. Students who participate in these programs are often more motivated to attend school and complete their assignments. 4. Emotional and Social Benefits: • In our experience, participation in co-curricular activities can boost self-esteem and provide a sense of accomplishment. These activities also foster collaboration and social skills, which are beneficial for the overall school experience and can lead to better academic outcomes. 5. Cultural Awareness and Empathy: • Based on input from educational partners, exposure to diverse co-curricular activities can broaden students'	

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
		perspectives, promoting empathy and cultural awareness. This can lead to a more inclusive and supportive school environment, enhancing overall academic achievement. Overall, diverse co-curricular activities and programs offer a holistic approach to education, addressing both the intellectual and emotional needs of EL, FY, & 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 & LI students, however as research consistently shows that co-curricular activities, which include clubs, 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.	
2.10	**Action:** Seal of Biliteracy **Need:** Based on the needs assessment to address persistent challenges in chronic absenteeism, low preparedness for college, and lower graduation rates among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, Central USD recognizes the continued need to strengthen school connectedness and postsecondary readiness for these student groups.	To meet this need, the district will provide expanded services, including structured parent engagement and education to raise awareness of the SSB pathway, staff professional learning to underscore its value, and intentional collaboration between academic counselors, educational partners, and college and career staff. In our experience, these coordinated efforts will support early preparation and access to the SSB, with the ultimate goal of improving graduation rates, decreasing absenteeism, and increasing college and career readiness for EL, FY, and LI students. In alignment with our commitment to equity and meaningful access for all students, Central USD	Graduation Rate, CCI, Chronic Absenteeism Rate (All Students, EL,FY, and LI) Ed Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024 data reveal that graduation rates for EL (79.2%) and FY (63.9%) remain significantly lower than the district's overall graduation rate of 89%. These disparities, combined with ongoing challenges in chronic absenteeism and the College Career Indicator (CCI), underscore the importance of implementing engaging and culturally affirming initiatives to enhance student motivation and success. Further focused conversations with educational partners, counselors, and students highlighted that promoting and awarding the State Seal of Biliteracy (SSB) plays a pivotal role in recognizing the linguistic and cultural assets of EL, FY, and LI students. The SSB not only affirms students' bilingualism but also strengthens their college applications by serving as a formal certification of multilingual proficiency, a highly regarded attribute in college admissions and career readiness. **Scope:** LEA-wide	will prioritize the needs of EL, FY, and LI students by intentionally strengthening their connection to school through increased success in pursuing the State Seal of Biliteracy (SSB). • Parent engagement and education efforts will be expanded to raise awareness of SSB pathways, with particular outreach to families of English learners, foster youth, and low-income students to promote early preparation. • Staff professional learning will emphasize how the SSB enhances students′ post-secondary opportunities, particularly for multilingual learners, by serving as a formal recognition of their language skills valued by colleges and universities. • Targeted collaboration time will be provided for academic counselors, educational partners, and college and career staff to align supports and ensure that EL, FY, and LI students are identified early, monitored closely, and equipped with the necessary resources to attain the SSB. These strategies are primarily directed to our EL, FY, and LI students; however, our experience has indicated these tactics are highly effective for all students and therefore will be implemented district-wide.	
3.3	**Action:** Family Outreach Liaisons **Need:**	• Family Outreach Liaisons (Staffing & Extra Help)	CA Dashboard Suspension Rate, ELA/Math & Local Survey Data, Chronic

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
	Although some progress has been made, the needs analysis revealed notable gaps in suspension rates for Foster Youth (FY) students, who continue to experience disproportionately high rates, which are significantly higher than the overall district average of 3.3%. Educational partner feedback echoed this conclusion. The English Language Arts (ELA) performance indicator reveals concerning trends. From 2023 to 2024, EL students' scores declined from 58.1 points below standard to 60.7 points below, representing a decrease of 2.6 points. LI students dropped from 31.0 to 33.2 points below standard, a decline of 2.2 points. Although Foster Youth demonstrated improvement from 98.8 to 82.6 points below standard (a gain of 16.2 points), they remain significantly below standard. In Math, the disparities are even more pronounced: EL students scored 84.4 points below standard, LI students scored 69.3 points below, and FY students scored 115.6 points below standard, while the all-student group scored 60.6 points below standard. Student perception of a favorable school climate remains low, with only 47% of students reporting favorable responses—an increase of just 0.5% from the previous year. This suggests minimal growth in students' sense of connection and belonging at school. Feelings of safety among students remain a concern, as only 52% of students reported feeling safe at school, representing a 1% improvement	• Consultants, Contracts, Classes/Workshops for Staff & Community To engage parents of the identified 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 enhance the district's capacity to provide support, connectedness, and engagement for families, particularly those that are typically underrepresented, by facilitating two-way parent-school communication, conducting home visits, parent education classes, and assisting with parent-teacher meetings. This action will enable each site to have its liaison foster family engagement, create a welcoming environment for parents attending meetings, and enhance communication at their sites. These services are expected to be effective because studies have shown a positive correlation between parental engagement at school, a favorable 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 local education agency (LEA)- wide basis.	Absenteeism (All Students, EL, FY, LI), Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	over the previous year. This reflects a continued need to enhance the school environment and support systems. Chronic absenteeism improved by 4.8%, but remains high at 22.1%. Chronic absenteeism significantly harms English Learners (EL), foster youth, and low-income students by causing them to miss essential instruction, academic support, and social-emotional resources that are crucial for their success. These students often face systemic barriers—such as language acquisition challenges, unstable housing, or lack of transportation—that make each missed day more impactful, widening achievement gaps and limiting future opportunities. Due to the continued concerns reflected in chronic absenteeism, suspension data, school climate perceptions, and school safety survey results, particularly among FY and LI students, Central USD recognizes the ongoing need for intentional, community-based outreach. In our experience, Family Outreach Liaisons and staff development remain essential to enhancing relationships, increasing access to resources, and improving overall learning conditions for historically underserved students and their families. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** Access to Technology **Need:** Recent performance data from the 2023 and 2024 California School Dashboard highlight a critical and ongoing need to improve literacy outcomes for Central USD's most underserved student groups—English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). The English Language Arts (ELA) performance indicator reveals concerning trends. From 2023 to 2024, EL students' scores declined from 58.1 points below standard to 60.7 points below, representing a decrease of 2.6 points. LI students dropped from 31.0 to 33.2 points below standard, a decline of 2.2 points. Although Foster Youth demonstrated improvement from 98.8 to 82.6 points below standard (a gain of 16.2 points), they remain significantly below standard. Interviews, surveys, and input from educational partners have indicated that LI, EL, and FY students have struggled to access technology essential for learning. This is evident in their CAASPP scores compared to those of all students. Based on a local needs assessment to address the academic achievement gaps among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students, Central USD recognizes the critical importance of providing equitable access to digital academic resources and technology. By leveraging	To support access to technology, Central will provide the following support: • Access to digital academic resources and technology (Chromebooks, hotspots, licenses, and software) • Staff (instructional support coach, a Director of Instructional Technology, classified tech aides) Central USD will provide EL, FY, and LI students access to digital academic resources and technology in the classroom and at home to enhance learning and promote equity. The district will support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access for students from TK to 12th grade. Furthermore, implementing additional staff, such as an instructional support coach, a Director of Instructional Technology, and classified tech aides, will ensure EL, FY, and LI students have equitable access to digital resources supporting their academic growth and success. By providing personalized support and guidance, these staff members will help students navigate digital platforms effectively, address any technological barriers they may encounter, and maximize the impact of digital resources on their academic achievement. Technology will enable students to access information quickly, accelerate learning, and engage in interactive learning experiences at school and home, allowing them to explore new subjects and deepen their understanding of challenging concepts. This action is designed to meet the needs most associated with English learners, foster youth, and	ELA/Math & Local Survey Data (All Students, EL,FY, LI), Educational Partner Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. **Scope:** LEA-wide	low-income students. However, because we expect all students to benefit, this action is provided LEA-wide.	
3.5	**Action:** Suspension Rate Decrease for FY & Homeless **Need:** As shown on the 2024 California Dashboard during the district's root cause analysis, suspension rates for Foster Youth (FY) and Homeless (HO) students have significantly decreased—FY from 23.8% to 16.2% and HO from 12% to 6%. While these reductions reflect meaningful progress, the rates for both groups remain disproportionately higher than the districtwide average of 3.3%. Despite the downward trend, FY and HO students continue to face exclusionary discipline at levels that signal the need for continued, targeted intervention. A districtwide needs assessment and analysis of local educational partner input reaffirms the necessity of trauma-informed, personalized supports for these student groups. FY and HO students often experience housing instability,	As indicated by the findings of our needs assessment, Foster Youth (FY) and Homeless students present distinct challenges, including issues related to school access, suspension, and establishing stable connections with school programs. To address these challenges effectively, we will allocate resources towards personnel, training initiatives, and necessary materials, enabling dedicated time for assisting students struggling with a sense of belonging and fostering a sense of school connectedness. This approach enables staff members to engage regularly with students, build rapport with foster and group homes, and collaborate with school sites to address the barriers identified in the needs assessment. This action is designed to address the unique needs of Foster Youth and students experiencing homelessness, who face increased school mobility, disrupted attendance patterns, and limited access to stable academic and behavioral supports. Through the deployment of Child Welfare and Attendance (CWA) staff, this action	Suspension Rate (Foster Youth, Homeless Youth) Educational Partner Input, School Connectedness as measured by the local survey.

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

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
		Restorative Practices Moreover, additional personnel will be deployed to offer personalized mentorship and support to these students, facilitating the removal of obstacles that hinder access to available resources, such as transportation, educational materials, clothing, food, counseling services, and academic assistance. To specifically combat suspension rates among homeless and foster youth students, targeted interventions such as counseling services and mentorship programs will be implemented, tailored to address the trauma and instability they may encounter. Site leaders will undergo training to ensure that school sites are equipped to accommodate the unique circumstances of FY and homeless youth, prioritizing stability and support over punitive measures. This action is designed to meet the needs of foster youth and low-income students. However, based on our experience, we expect all students to benefit from this action, which is provided LEA-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** English Learner Programs **Need:** The 2024 California School Dashboard data underscores persistent and, in some areas, widening achievement gaps for English Learners (ELs) within Central Unified. In English Language Arts (ELA), EL students scored 60.7 points below the standard, compared to 25 points below for all students—a disparity of 35.7 points. In Mathematics, ELs scored 84.4 points below standard, while all students were 60.6 points below, indicating a 23.8-point gap. Long-Term English Learners (LTELs) are particularly impacted, with ELA scores at 107 points below standard and Math scores at 162.1 points below standard. Progress toward English language proficiency has declined, with only 50.4% of ELs making progress in 2024, down from 52.7% in 2023. This downward trend is also evident at specific school sites, where progress increased from 33.3% to 53%, but still indicates a need for targeted support. College and Career readiness remain a significant concern. Only 7.2% of ELs are deemed "Prepared" on the College/Career Indicator (CCI), compared to 31.2% of all students. LTELs fare worse, with just 8.2%	To address these challenges, Central Unified will implement comprehensive support systems encompassing adequate intake and placement processes, parent orientation workshops, and enhanced instructional practices. Additionally, increasing access to tutoring, mentoring, and counseling services will be pivotal in improving content comprehension and overall academic success, CCI, and ELPI for EL & LTEL students. • Teacher training to deepen understanding of the ELA/ELD Framework. • Multilingual Success Network (MSN), employing Improvement Science to drive measurable changes for English learners. • Supervisor EL Services (Title I & III) • EL teachers and a (2) Newcomer Teacher-Itinerant • In-class instructional coaching support (2 ISC EL) and supplemental resources 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 English Learner (EL) students, as well as conduct 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	ELA & Math Proficiency, CCI (EL & LTELStudents), ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	meeting preparedness criteria. A-G completion rates for ELs have improved from 3% in 2023 to 13.4% in 2024, yet this remains substantially lower than the 28% rate for all students. These data points highlight the urgent need for enhanced English Learner programs. Educational partners, including EL parents, have expressed a strong desire for improved services. **Scope:** Limited to Unduplicated Student Group(s)	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 & LTELs, 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 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. Our experience has shown that 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 that encourages English language learners (ELs) to set and pursue ambitious academic and career goals. This action is tailored to address the primary needs of all English learners, including LTELs. We expect this initiative to elevate ELA and Math state scores further and improve CCI/ELPI indicators on the CA Dashboard for English learners and LTELs.	
1.10	**Action:**	To support long-term English learner progress, Central Unified will provide the following:	ELA, Math (all EL & LTEL)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	District Long Term English Learner Academic Progress **Need:** The local needs assessment and targeted survey data continue to emphasize the unique academic and language development needs of Long-Term English Learners (LTELs), particularly in the areas of English Language Arts (ELA), Mathematics, and English Language Proficiency. Educational partners—including teachers, site leaders, and EL families—have reiterated the importance of sustained, targeted support for LTELs to accelerate progress and close persistent achievement gaps. Current 2024 data reveal: 50.4% of ELs are making progress toward English Language Proficiency, a decline from 52.7% in the previous year. The CA Dashboard indicates that EL students scored 60.7 points below standard in ELA, compared to 25 points below standard for all students, representing a 35.7-point gap. In Mathematics, EL students scored 84.4 points below standard, while all students were 60.6 points below, indicating a 23.8-point gap. Among LTELs specifically, only 5.83% met or exceeded standards on the 2023–24 CAASPP ELA assessment.	Central USD will offer teacher training to enhance understanding of best practices for EL and LTEL students. The Supervisor for EL Services will monitor the implementation of these practices for LTEL students, providing further support through goal setting and progress monitoring. The ISC EL will provide at-the-elbow coaching to foster ongoing improvement in the classroom. Collaboration with site EL Coordinators will strengthen their ability to support research-based practices for LTELs. The sessions will include the shared experiences of LTELs that contribute to their prolonged EL status, including: • Variability in the quality and approach to their education in the elementary grades • Lack of adequate English language development (ELD) instruction • Teachers who have not had the preparation to address their needs • An undiagnosed or unaddressed learning disability. Research-supported strategies to improve outcomes for these students include integrated ELD across the curriculum, designated ELD instruction, access to a rigorous curriculum, culturally relevant curriculum, and clustering LTEL students with English proficient peers in rigorous grade-level classes. For younger English language learners (ELs), ensuring rigorous content from the start and building background knowledge is crucial for ongoing success.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In CAASPP Math, just 0.71% of LTELs met or exceeded standards. These outcomes underscore the pressing need for targeted academic interventions, explicit language development strategies, and enhanced teacher capacity to support LTEL students effectively. Central Unified will continue to address these challenges through strategic professional development, goal-setting protocols, and collaborative progress monitoring. The overarching aim is to increase achievement, support reclassification, and ensure ELs and LTELs are succeeding academically. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to meet the needs most associated with Long Term English Learners. We expect this action to continue to increase ELA and Math state and local scores for all English learners.	
1.14	**Action:** ELPI Indicator Improvement (Site Specific) **Need:** The district's root cause analysis of the 2024 CA Dashboard data shows significant variation in English Learner Progress Indicator (ELPI) performance across targeted sites, with two schools demonstrating improvement, and one school experiencing a decline in student progress: Herndon-Barstow Elementary: 47.4% of EL students are making progress toward English Language Proficiency — a +14.1% improvement from the prior year.	To support school sites in identifying and addressing areas for growth in English Language Proficiency, Central Unified will continue to provide comprehensive support in conducting data-informed needs assessments. This includes educator training on English Learner data analysis, consistent use of standardized assessment tools, and site-specific professional development focused on effective instructional strategies that align with the ELA/ELD Framework. Regular collaboration meetings will also be facilitated to ensure educators can share best practices and monitor EL progress effectively. Roosevelt Elementary School Actions:	ELPI (Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High Schoo)

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

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

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

N/A

Additional Concentration Grant Funding

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

Districts with a high concentration of English learners, foster youth, and/or low-income students receive an additional 15% in funding through the Local Control Funding Formula (LCFF) concentration grant. Central Unified School District qualifies for this extra funding, as all of its school sites exceed the 55% unduplicated pupil threshold for supplemental and concentration funds. The concentration grant add-on funding is being used to increase and retain staff who provide direct services to students across all school sites. Funding decisions were informed by a comprehensive needs assessment and input from educational partners, which identified critical staffing needs to support our most at-risk students.

As Central Unified does not have any comparison schools below the 55% threshold—such as those found in single-school LEAs or districts with a mix of qualifying and non-qualifying schools—we do not allocate the concentration add-on based on comparative increases.

Additionally, the concentration add-on alone is not sufficient to increase staffing at schools already above the 55% enrollment threshold. Therefore, Central Unified is using the funds to retain existing staff who provide direct services to students by investing in additional supports, professional coaching, capacity building, and supplemental services that enhance student outcomes.

All school sites in the Central Unified School District are currently over the 55% threshold. Central USD received $6,761,153 for this add-on funding. The usage of this funding for direct services for students is noted in the goals and actions below:

1.2 Literacy Rich Schools $1,036,447
1.4 Multi-Tiered System of Support-Academic Tier 2-3 $490,443
1.6 Professional Development & Instructional Support Coaches $ 573,758
1.10 District Long Term English Learner Academic Progress $147,931

2.1 Academic & Career Counseling/Graduation Rate $290,653
2.4 Multi-Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3 $1,251,802
2.6 Multi-Tiered System of Support (MTSS) Behavior Tier 2-3 $2,027,016

3.3 Family Outreach Liaisons $490,688
3.4 Access to Technology $288,421
3.5 Suspension Rate Decrease for FY & Homeless $163,994

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$171,235,701	56,981,035	33.276%	0.000%	33.276%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$218,490,491.39	$49,871,243.96	$4,206,360.21	$23,743,193.43	$296,311,288.99	$217,656,641.01	$78,654,647.98

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	0
1	1.2	Literacy Rich Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$3,372,343.48	$90,196.45	$3,370,983.93	$47,000.00	$3,000.00	$41,556.00	$3,462,539.93	0
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	0
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$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	0
1	1.5	Assessment & Professional Learning Communities (PLCs)	All	No				2024-2027	$0.00	$240,000.00				$240,000.00	$240,000.00	0
1	1.6	Professional Development & Instructional Support Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$2,766,050.90	$213,028.06	$1,829,721.45	$863,401.51		$285,956.00	$2,979,078.96	0
1	1.7	Instructional Supplemental Support for Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$431,602.45	$1,360,252.77	$1,791,855.22				$1,791,855.22	0
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	0
1	1.9	English Learner Programs		Yes	Limited to Unduplicated Student Group(s)			2024-2027	$9,371,782.50	$3,443,549.15	$10,985,550.33			$1,829,781.32	$12,815,331.65	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	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	0
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	0
1	1.12	ELA Proficiency (Site Specific)	SWD, LI, Hispanic, EL, AA	No			Specific Schools: East, GP, EC, Tilley, Harvest, HB, Madison, Roosevelt, Teague	2024-2027	$39,300.00	$28,500.00	$5,000.00			$62,800.00	$67,800.00	0
1	1.13	Math Proficiency (Site Specific)	SWD, EL, LI, Hispanic, AA,	No			Specific Schools: East, CHS, COHS, CLASS GP, EC, HB, Madison, RV, Teague	2024-2027	$30,039.45	$9,200.00	$3,700.00			$35,539.45	$39,239.45	0
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 Schoo	2024-2027	$4,000.00	$3,000.00	$7,000.00				$7,000.00	0
1	1.15	College Career Indicator (Site Specific)	SWD, EL, LI, Hispanic	No			Specific Schools: East, CHS,	2024-2027	$2,300.00	$0.00	$1,000.00			$1,300.00	$2,300.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							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	0
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	0
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	0
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$3,986,633.77	$0.00	$3,986,633.77				$3,986,633.77	0
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	0
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2024-2027	$6,533,015.43	$0.00	$6,533,015.43				$6,533,015.43	0
2	2.7	Co-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$3,272,626.34	$1,350,043.31	$4,519,336.12	$75,981.00	$25,717.73	$1,634.80	$4,622,669.65	0
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 TK-8, Harvest Elementa	2024-2025	$11,260.00	$0.00	$11,260.00				$11,260.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry, 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	0
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	0
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	0
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	0
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	0
3	3.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2027	$1,140,351.48	$1,551,715.28	$1,846,048.85	$200.00	$606,208.16	$239,609.75	$2,692,066.76	0
3	3.5	Suspension Rate Decrease for FY & Homeless	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2024-2027	$522,277.22	$0.00	$522,277.22	$0.00			$522,277.22	0
3	3.6	Suspension Rate (Site Specific)	African American, White	No			Specific Schools: El Capitan, Roosevelt, Houghton-Kearney Elementary, Rio Vista	2024-2025	$1,800.00	$2,900.00	$0.00			$4,700.00	$4,700.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Academic Intervention-Math & ELA Proficiency	All AS, LI, Hispanic	No			All Schools Specific Schools: CLASS	2025-26	$127,036.00	$0.00		$127,036.00			$127,036.00	0
4	4.2	College Career Teacher-Library Media Technician	All All studens, LI, Hispanic	No			Specific Schools: CLASS	2025-26	$146,904.00	$0.00		$146,904.00			$146,904.00	0
4	4.3	Dual Enrollment	All All students, LI, Hispanic	No			Specific Schools: CLASS	2025-26	$8,360.00	$124,310.00		$132,670.00			$132,670.00	0
5	5.1	Professional Development, Supplemental Programs & Collaboration- Math	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$110,129.00	$42,090.00		$152,219.00			$152,219.00	0
5	5.2	Extended Day Services-Math	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$25,704.00	$0.00		$25,704.00			$25,704.00	0
5	5.3	Professional Development & Collaboration- CCI	All	No			Specific Schools: COHS	2025-26	$25,000.00	$0.00		$25,000.00			$25,000.00	0
5	5.4	Extended Day Services-CCI	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$25,704.00	$0.00		$25,704.00			$25,704.00	0
5	5.5	CTE/Dual Enrollment	All	No			Specific Schools: COHS	2025-26	$77,112.00	$75,000.00		$152,112.00			$152,112.00	0
5	5.6	College & Career Awareness	All	No			Specific Schools: COHS	2025-26	$0.00	$52,219.00		$52,219.00			$52,219.00	0
5	5.7	Family Outreach Liaison	All LI, Hispanic	No			Specific Schools: COHS	2025-26	$57,823.00	$0.00		$57,823.00			$57,823.00	0
5	5.8	Techonolgy	All LI,Hispanic	No			Specific Schools: COHS	2025-26	$0.00	$25,000.00		$25,000.00			$25,000.00	0
6	6.1	SEL/Behavior Support	All	No			Specific Schools: Pathway CDS	2025-26	$27,596.00	$0.00		$27,596.00			$27,596.00	0
6	6.2	College Career/Graduation	All	No			Specific Schools: Pathway	2025-26	$0.00	$14,404.00		$14,404.00			$14,404.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							CDS									
6	6.3	Professional Development	All	No			Specific Schools: Pathway CDS	2025-26	$2,000.00	$6,000.00		$8,000.00			$8,000.00	0
7	7.1	SEL/Behavior Support	All	No			Specific Schools: Pathway Elementary	2025-26	$27,596.00	$0.00		$27,596.00			$27,596.00	0
7	7.2	Professional Development	All	No			Specific Schools: Pathway Elementary	2025-26	$1,000.00	$3,300.00		$4,300.00			$4,300.00	0
7	7.3	Engagement Activities	All	No			Specific Schools: Pathway Elementary	2025-26	$0.00	$18,104.00		$18,104.00			$18,104.00	0
8	8.1	Classified Support	All LI, African American, and Hispanic	No			Specific Schools: Pershing Continuation	2025-26	$64,260.00	$2,000.00		$66,260.00			$66,260.00	0
8	8.2	Certificated Extra Support-College Awareness & Counseling	All LI, and Hispanic	No			Specific Schools: Pershing Continuation	2025-26	$66,984.00	$57,278.00		$124,262.00			$124,262.00	0
9	9.1	ELA & Math Proficiency	All Students with Disabilities	No			Specific Schools: Madison Elementary	2025-26	$83,400.00	$237,690.00		$321,090.00			$321,090.00	0
9	9.2	English Learner Progress	English Learners	No				2025-26	$0.00	$125,100.00		$125,100.00			$125,100.00	0
9	9.3	Chronic Absenteeism	EL, Asian	No				2025-26	$25,030.00	$58,405.00		$83,435.00			$83,435.00	0

2025-26 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
$171,235,701	56,981,035	33.276%	0.000%	33.276%	$56,981,035.00	0.000%	33.276 %	**Total:**	$56,981,035.00
								LEA-wide Total:	$45,430,250.19
								Limited Total:	$11,550,784.81
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Literacy Rich Schools	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,370,983.93	0
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,359,519.77	0
1	1.6	Professional Development & Instructional Support Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,829,721.45	0
1	1.7	Instructional Supplemental Support for Sites	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,791,855.22	0
1	1.9	English Learner Programs	Yes	Limited to Unduplicated Student Group(s)			$10,985,550.33	0
1	1.10	District Long Term English Learner Academic Progress	Yes	Limited to Unduplicated Student Group(s)			$558,234.48	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	ELPI Indicator Improvement (Site Specific)	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Roosevelt Elementary School, Herndon Barstow Elementary, Justin Garza High Schoo	$7,000.00	0
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Central High School, Central High East, Justin Garza High School 9-12	$932,404.78	0
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,986,633.77	0
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	LEA-wide	Foster Youth Low Income		$6,533,015.43	0
2	2.7	Co-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,519,336.12	0
2	2.10	Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,128,124.28	0
3	3.3	Family Outreach Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,610,329.37	0
3	3.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,846,048.85	0
3	3.5	Suspension Rate Decrease for FY & Homeless	Yes	LEA-wide	Foster Youth Low Income		$522,277.22	0
4	4.1	Academic Intervention-Math & ELA Proficiency				All Schools		0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$307,116,579.31	$293,145,085.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Access To Core	No	$548,812.74	$2,505,042.44
1	**1.2**	Literacy Rich Schools	Yes	$3,462,539.93	$3,462,539.93
1	**1.3**	Multi-Tiered System of Support Academic Tier 1	No	$47,800,055.42	$42,464,063.62
1	**1.4**	Multi-Tiered System of Support-Academic Tier 2-3	Yes	$28,509,737.37	$28,509,737.37
1	**1.5**	Assessment & Professional Learning Communities (PLCs)	No	$240,000.00	$240,000.00
1	**1.6**	Professional Development & Instructional Support Coaches	Yes	$2,979,078.96	$2,979,078.96
1	**1.7**	Instructional Supplemental Support for Sites	Yes	$1,791,855.22	$1,791,855.22
1	**1.8**	College & Career Indicator	No	$3,087,803.34	$3,532,716.26
1	**1.9**	English Learner Programs	Yes	$13,964,359.04	$13,964,359.04
1	**1.10**	District Long Term English Learner Academic Progress	Yes	$649,789.02	$649,789.02
1	**1.11**	Differentiated Assistance ELA, Math, & CCI	No	$24,738.82	$19,350.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	ELA Proficiency (Site Specific)	No	$67,800.00	$45,426.00
1	1.13	Math Proficiency (Site Specific)	No	$39,239.45	$29,978.00
1	1.14	ELPI Indicator Improvement (Site Specific)	Yes	$7,000.00	$7,000
1	1.15	College Career Indicator (Site Specific)	No	$2,300.00	$2,300
1	1.16	African American, Homeless, LI Student Success (CCI Indicator)	No	$8,000.00	$5,000
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	$932,404.78	$932,404.78
2	2.2	Broad Course of Study with Appropriately Credentialed Teachers	No	$136,672,772.94	$121,474,782.32
2	2.3	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	No	$3,502,432.10	$2,983,201.65
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	$5,691,557.02	$5,691,557.02
2	2.5	Multi -Tiered System of Support (MTSS) Behavior Tier 1	No	$2,254,967.24	$2,464,607.36
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	$8,248,300.86	8,248,300.86
2	2.7	Co-Curricular Activities	Yes	$9,855,071.90	$9,855,071.90
2	2.8	Chronic Absenteeism (Site Specific)	No	$11,260.00	$11,049.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.9**	Graduation Rate (Site Specific)	No	$1,000.00	$1,000
2	**2.10**	Seal of Biliteracy	Yes	$1,128,124.28	$1,128,124.28
3	**3.1**	Facilities	No	$27,549,379.79	$30,029,684.60
3	**3.2**	Family Engagement	No	$509,676.74	$3,475,953.79
3	**3.3**	Family Outreach Liaisons	Yes	$1,611,288.37	$1,611,288.37
3	**3.4**	Access to Technology	Yes	$4,334,066.76	$4,334,066.76
3	**3.5**	Differentiated Assistance Suspension Rate Decrease for FY & Homeless	Yes	$522,277.22	$522,277.22
3	**3.6**	Suspension Rate (Site Specific)	No	$4,700.00	$4,277
4	**4.1**	Academic Intervention- ELA & Math Proficiency	No	$127,036.00	$11,962.4
4	**4.2**	College Career Teacher-Library Media Technician	No	$146,580.00	$4,783.30
4	**4.3**	Dual Enrollment	No	$124,271.00	0
5	**5.1**	Professional Development & Collaboration- Math	No	$52,219.00	$21,868.82
5	**5.2**	Extended Day Services-Math	No	$25,704.00	$7,673.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Professional Development & Collaboration- CCI	No	$25,000.00	$11,386.70
5	**5.4**	Extended Day Services-CCI	No	$25,704.00	0
5	**5.5**	CTE/Dual Enrollment	No	$152,112.00	$51,173.80
5	**5.6**	College & Career Awareness	No	$52,219.00	$10,276.00
5	**5.7**	Family Outreach Liaison	No	$57,823.00	$22,403.55
5	**5.8**	Techonolgy	No	$25,000.00	$2,171.35
6	**6.1**	SEL/Behavior Support	No	$27,596.00	0
6	**6.2**	College Career/Graduation	No	$14,404.00	$225.69
6	**6.3**	Professional Development	No	$8,000.00	0
7	**7.1**	SEL/Behavior Support	No	$27,596.00	0
7	**7.2**	Professional Development	No	$4,300.00	0
7	**7.3**	Engagement Activities	No	$18,104.00	0
8	**8.1**	Classified Support	No	$66,260.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	**8.2**	Certificated Extra Support	No	$124,262.00	$25,277.60

2024-25 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)
$55,686,108	$68,424,673.32	$68,424,673.32	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Literacy Rich Schools	Yes	$3,370,983.93	$3,370,983.93	0	0
1	1.4	Multi-Tiered System of Support-Academic Tier 2-3	Yes	$17,359,519.77	$17,359,519.77	0	0
1	1.6	Professional Development & Instructional Support Coaches	Yes	$1,829,721.45	$1,829,721.45	0	0
1	1.7	Instructional Supplemental Support for Sites	Yes	$1,791,855.22	$1,791,855.22	0	0
1	1.9	English Learner Programs	Yes	$12,134,577.72	$12,134,577.72	0	0
1	1.10	District Long Term English Learner Academic Progress	Yes	$558,234.48	$558,234.48	0	0
1	1.14	ELPI Indicator Improvement (Site Specific)	Yes	$7,000.00	$7,000	0	0
2	2.1	Academic & Career Counseling/Graduation Rate	Yes	$932,404.78	$932,404.78	0	0
2	2.4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	Yes	$5,691,557.02	$5,691,557.02	0	0
2	2.6	Multi -Tiered System of Support (MTSS) Behavior Tier 2-3	Yes	$8,248,300.86	$8,248,300.86	0	0
2	2.7	Co-Curricular Activities	Yes	$9,751,738.37	$9,751,738.37	0	0
2	2.10	Seal of Biliteracy	Yes	$1,128,124.28	$1,128,124.28	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Family Outreach Liaisons	Yes	$1,610,329.37	$1,610,329.37	0	0
3	**3.4**	Access to Technology	Yes	$3,488,048.85	$3,488,048.85	0	0
3	**3.5**	Differentiated Assistance Suspension Rate Decrease for FY & Homeless	Yes	$522,277.22	$522,277.22	0	0

2024-25 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)
$167,386,536	$55,686,108	7.297%	40.565%	$68,424,673.32	0.000%	40.878%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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