LCFF Budget Overview for Parents

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

CDS Code: 10739650000000

School Year: 2021-22
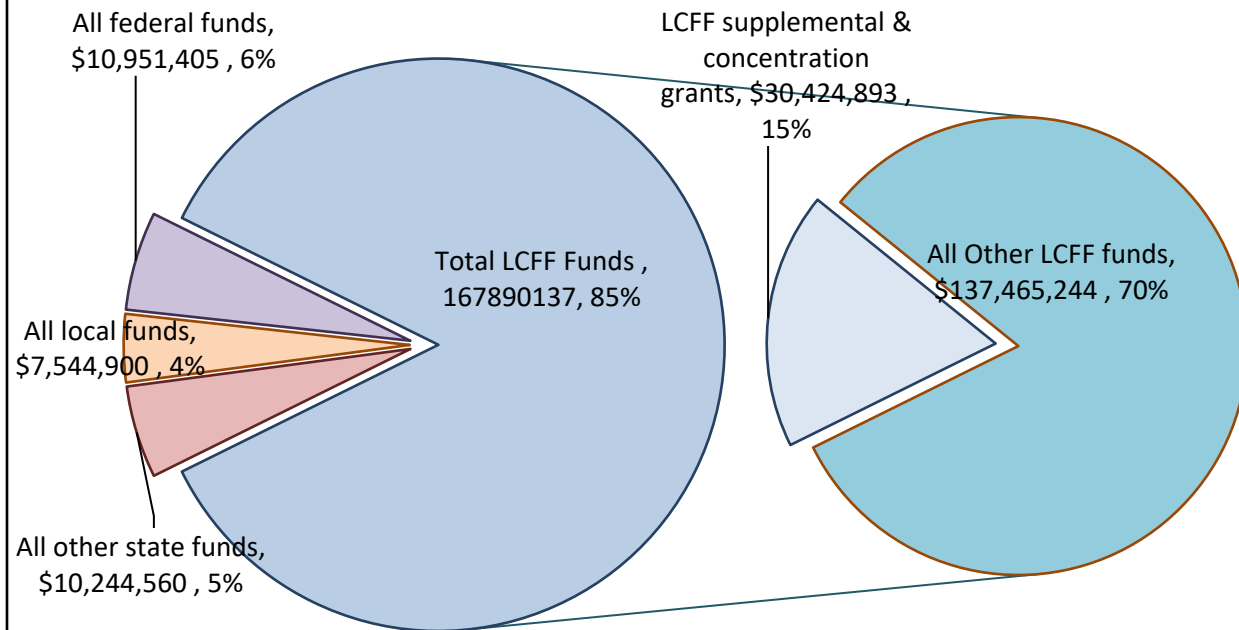
LEA contact information:

Andrew G. Alvarado

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 2021-22 School Year

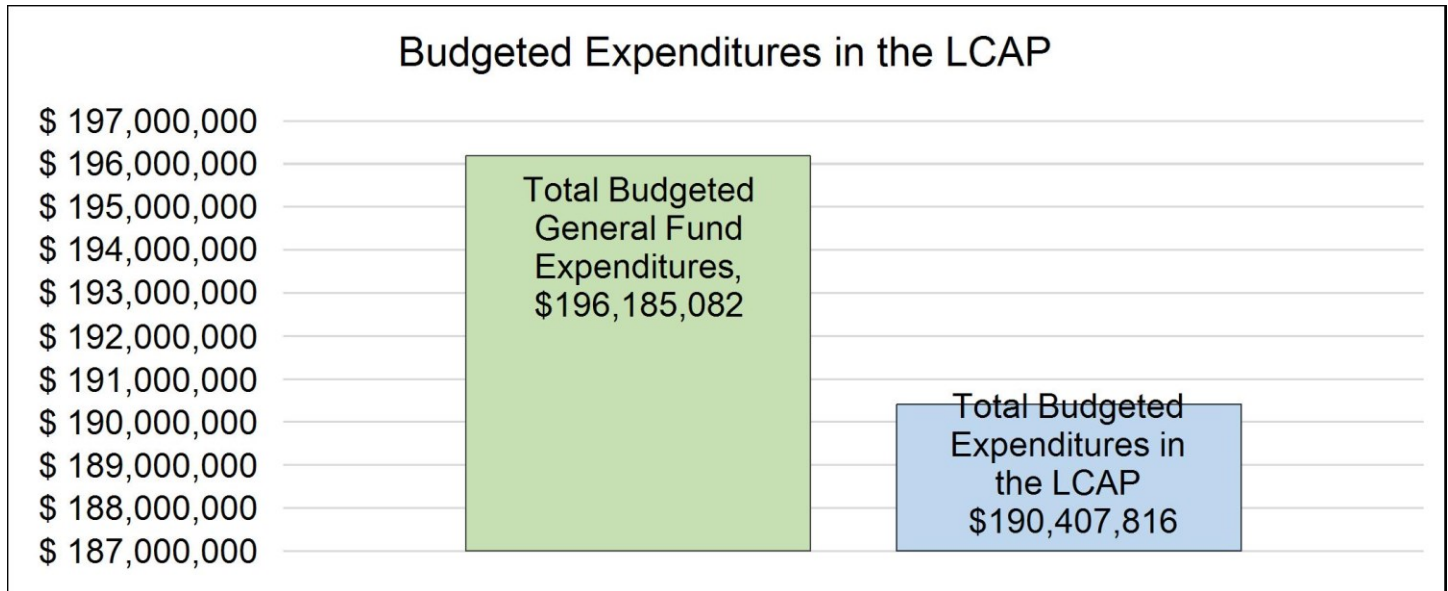### Projected Revenue by Fund Source

All federal funds, $10,951,405 , 6%

LCFF supplemental & concentration grants, $30,424,893 , 15%

Total LCFF Funds , 167890137, 85%

All Other LCFF funds, $137,465,244 , 70%

All local funds, $7,544,900 , 4%

All other state funds, $10,244,560 , 5%

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

The total revenue projected for Central Unified School District is $196,631,002, of which $167,890,137 is Local Control Funding Formula (LCFF), $10,244,560 is other state funds, $7,544,900 is local funds, and $10,951,405 is federal funds. Of the $167,890,137 in LCFF Funds, $30,424,893 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 197,000,000	
$ 196,000,000	
$ 195,000,000	Total Budgeted General Fund Expenditures, $196,185,082
$ 194,000,000	
$ 193,000,000	
$ 192,000,000	
$ 191,000,000	
$ 190,000,000	Total Budgeted Expenditures in the LCAP $190,407,816
$ 189,000,000	
$ 188,000,000	
$ 187,000,000	

This chart provides a quick summary of how much Central Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Central Unified School District plans to spend $196,185,082 for the 2021-22 school year. Of that amount, $190,407,816 is tied to actions/services in the LCAP and $5,777,266 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
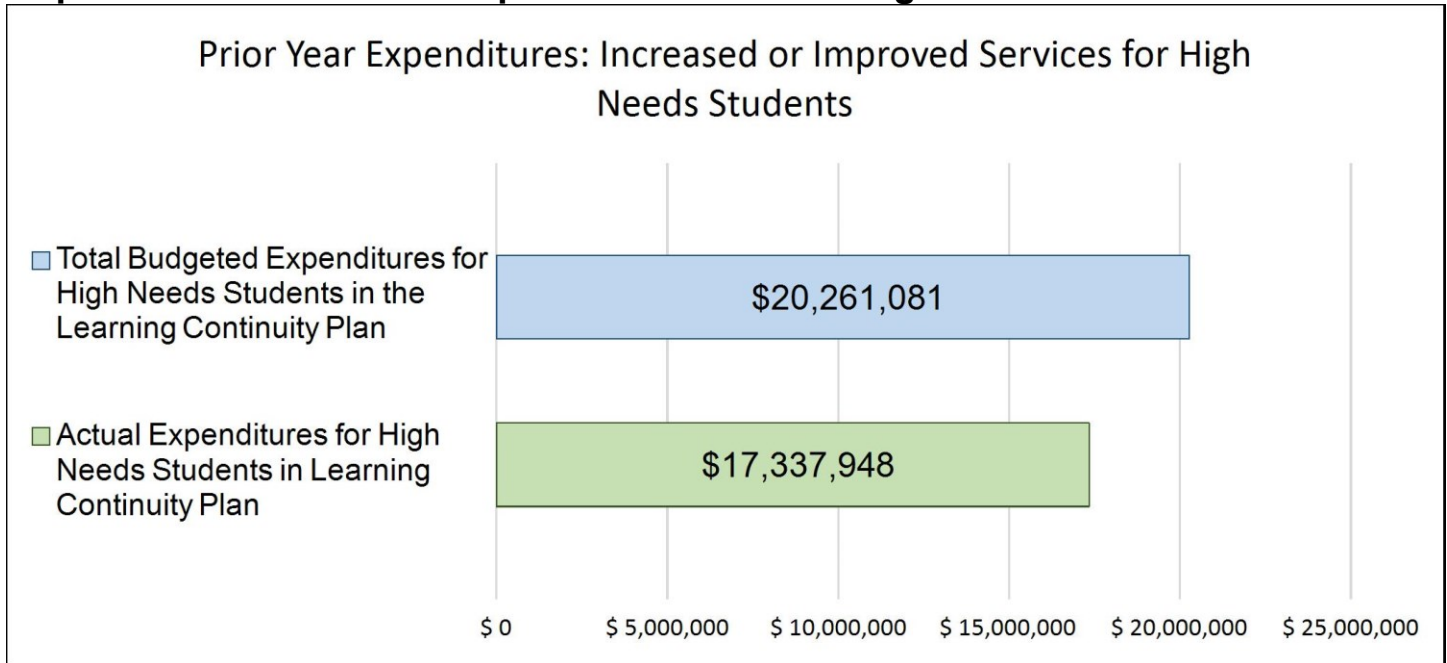
STRS on behalf payment and apprenticeship program (adult program)

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Central Unified School District is projecting it will receive $30,424,893 based on the enrollment of foster youth, English learner, and low-income students. Central Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Central Unified School District plans to spend $31,766,968 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $20,261,081

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $17,337,948

This chart compares what Central Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Central Unified School District's Learning Continuity Plan budgeted $20,261,081 for planned actions to increase or improve services for high needs students. Central Unified School District actually spent $17,337,948 for actions to increase or improve services for high needs students in 2020-21.

Actual expenditures for actions and services to increase or improve services for high-needs students were less than the estimated budget expenditures due to the need to modify programs during school closure during the COVID 19 pandemic. The costs of supporting MTSS tiers 2-3 for behavior and social-emotional supports decreased significantly because students were not receiving in-person services that included the costs of office space, estimated extended services, and on-site staffing. Services for these programs morphed into part of the distance learning schedule with supports provided during specialized office hours prescribed as needed by referral. Additionally, many of the costs were absorbed by one-time emergency funding. Home 2 School program staffing was slightly less than anticipated for similar reasons; no onsite training was held and additional monies for technology were provided by one-time emergency funds during the pandemic.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Central Unified School District	Andrew G. Alvarado Superintendent	agalvarado@centralunified.org 559-274-4700

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, & community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                       Priority 2: State Standards (Conditions of Learning)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Standardized Assessments as measured by ELA CAASPP scores distance from level 3 **19-20** -3.5 points **Baseline** 2015-16 -30.5 points	Due to the COVID-19 Pandemic and subsequent school closures, CAASPP testing was suspended during spring 2020. State Standardized Assessments as measured by ELA CAASPP scores are not available. CAASP scores for 2019 indicate that student performance in ELA increased by 3.3 points for a total of 13.6 points below standard for all students. Central USD has implemented local measures to monitor ELA progress using iReady Assessment. Current iReady data indicates reading levels for 38% improved with 34% staying on the same level.
Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores distance from level 3 **19-20** -24.4 points **Baseline** 2015-16 -54.4 points	Due to the COVID-19 Pandemic and subsequent school closures, CAASPP testing was suspended during spring 2020. State Standardized Assessments as measured by Math CAASPP scores are not available. CAASP scores for 2019 indicate that student performance in math increased by 6.1 points for a total of 46.5 points below standard for all students. Central USD has implemented local measures to monitor Math progress using iReady Assessment. Current iReady data indicates math proficiency for 32% of students improved with 45% of students staying at the same proficiency level.
Metric/Indicator AP Pupils Scoring 3 or higher	AP Pupils Scoring 3 or higher for 2020 was 64.1%.

Expected	Actual
19-20 64% **Baseline** 2015-16 48%	
Metric/Indicator A-G: % pupils with successful course completion **19-20** 52.4% **Baseline** 2015-16 43.4%	2019-20 Completion of 37.5%.
Metric/Indicator Career Technical Education(CTE) course completion% **19-20** Pathway completion of 97% with a grade of C- or better in the capstone course (Metric changed to align with CCI on CA School Dashboard) **Baseline** 2015-16 15.6% increase in course completion. **Metric/Indicator** Number of Students in Dual Enrollment **19-20** 104 students **Baseline** 2016-17	2019-20 Career Technical Education (CTE) course completion of 56%. 2020-21 Dual Enrollment -90 students

Expected	Actual
32 students **Metric/Indicator** % of 1st grade students meeting or exceeding expectations for reading as measured by Fountas and Pinnell Benchmark System. **19-20** 69% **Baseline** 2016-17 62%	Due to the COVID-19 Pandemic and subsequent school closures, Fountas & Pinnell testing was suspended during spring 2020, therefore scores are not available for comparison. Central USD has implemented local measures to monitor ELA progress using iReady Assessment. Current iReady data indicates for 1st grade indicates 38% of first-grade students showed growth in ELA while 44% remained the same.
Metric/Indicator EAP: % pupils scoring 'ready' or higher ELA **19-20** 56% **Baseline** 2015-16 50%	Due to the COVID-19 Pandemic and subsequent school closures, CAASPP testing was suspended during spring 2020. State Standardized Assessments as measured by ELA CAASPP scores are not available. Most recent data (2018-19) indicates that 49% of pupils scored 'ready' or higher in ELA.
Metric/Indicator EAP: % pupils scoring 'ready' or higher Math **19-20** 21% **Baseline** 2015-16 12%	Due to the COVID-19 Pandemic and subsequent school closures, CAASPP testing was suspended during spring 2020. State Standardized Assessments as measured by Math CAASPP scores are not available. Most recent data (2018-19) indicates that 12% of pupils scored 'ready' or higher in Math
Metric/Indicator State Standards Implemented as measured State Reflection Tool **19-20**	Average score of 3.8

Expected	Actual
Average score of 3.5 or higher **Baseline** Average score of 2.2	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide access to core curriculum materials in all content areas-Math, ELA, ELD, Science, Social Science, the Arts and PE. Monitor implementation and alignment of curriculum to state standards to ensure student learning. Review state framework and content standards, select state adopted materials according to adoption cycles and create implementation plan. 2019-20 purchase of 9-12 Math and K-12 Science.	Curriculum 4000-4999: Books And Supplies LCFF 2,302,512.71 Duplication of instructional materials 5000-5999: Services And Other Operating Expenditures LCFF 0 4000-4999: Books And Supplies Federal Categorical Funding 52,693.78 4000-4999: Books And Supplies Lottery 828,467.91 5000-5999: Services And Other Operating Expenditures Lottery 0 4000-4999: Books And Supplies State Categorical Funding 4,600.00	Curriculum 4000-4999: Books And Supplies LCFF 2,513,573.94 Duplication of Instructional Materials 5000-5999: Services And Other Operating Expenditures LCFF 5,779.74 5000-5999: Services And Other Operating Expenditures Other Local Funds 7,357.08 4000-4999: Books And Supplies Federal Categorical Funding 31,760.78 4000-4999: Books And Supplies Lottery 1,089,021.53 4000-4999: Books And Supplies State Categorical Funding 7,334.11 1000-1999: Certificated Personnel Salaries Other Local Funds 15,016.45 3000-3999: Employee Benefits Other Local Funds 3,036.18 4000-4999: Books And Supplies Other Local Funds 9,124.34

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Central USD's CAASP ELA performance indicators show improvement is needed with respect to English Learners and Socioeconomically Disadvantaged subgroups. Our Dashboard indicates "Low" level performance for both subgroups. As a result, Central USD will systematically create a more robust, literacy rich and accessible library system for low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, Foster Youth and other subgroups identified to close achievement gaps,

In elementary schools the district will provide literacy rich environments, small group instruction, guided reading, and frequent use of data in order to ensure that students are reading on level. In addition, Central USD will extend literacy support at secondary schools with teacher librarians to develop research skills utilizing e-books and digital resources in English and other languages. Central USD will expand library hours of service to improve access for students and community members. Finally, the district will continue to foster partnership with county library to bring literacy to our community for the benefit of all K-12 students.

It is our expectation that the implementation of these services will result in higher levels of unduplicated student literacy and an increased performance of students on the ELA CAASP. | Salaries 1000-1999: Certificated Personnel Salaries LCFF 248,309.07

2000-2999: Classified Personnel Salaries LCFF 178,721.35

3000-3999: Employee Benefits LCFF 161,528.69

4000-4999: Books And Supplies LCFF 269,249.42

5000-5999: Services And Other Operating Expenditures LCFF 62,003.88

7000-7439: Other Outgo LCFF 17,667.81 | 1000-1999: Certificated Personnel Salaries LCFF 282,493.90

2000-2999: Classified Personnel Salaries LCFF 85,385.67

3000-3999: Employee Benefits LCFF 126,951.94

4000-4999: Books And Supplies LCFF 53,828.32

5000-5999: Services And Other Operating Expenditures LCFF 75,530.04

7000-7439: Other Outgo LCFF 8,825.31

6000-6999: Capital Outlay LCFF 5,447.02

1000-1999: Certificated Personnel Salaries Federal Categorical Funding 442.46

3000-3999: Employee Benefits Federal Categorical Funding 89.46

4000-4999: Books And Supplies Other Local Funds 1,844.53 |
| Sustain a Multi-Tiered System of Support (MTSS Academic-Tier 1) to ensure academic achievement for at risk students, students with disabilities, and students that are gifted (GATE).

Many Central USD students struggle to meet standards in ELA and Math as identified in the CA School's Dashboard. Central USD will provide Tier 1 services (identifying what each student needs in the classroom and designing services and instruction to match the needs of students) to all pupils by providing supplemental ELA and Math | 1000-1999: Certificated Personnel Salaries LCFF 524,963.12

2000-2999: Classified Personnel Salaries LCFF 22,456.73

3000-3999: Employee Benefits LCFF 163,850.70 | 1000-1999: Certificated Personnel Salaries LCFF 487,863.89

2000-2999: Classified Personnel Salaries LCFF 24,290.82

3000-3999: Employee Benefits LCFF 145,979.13 |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
materials with specialized instruction to increase literacy and automaticity in ELA and Math. Central USD will provide staff (including certificated, classified, Special Education, GATE, & Migrant) for the MTSS to meet the needs of all Tier 1 student. As a result of providing this service, Central USD expects that students will experience increases in learning reflected in ELA and Math CAASPP scores as well as increases in graduation rate and decreases in drop out rates as students become better prepared for college, career, and community.	4000-4999: Books And Supplies LCFF 15,339.87 5000-5999: Services And Other Operating Expenditures LCFF 56,993.61 7000-7439: Other Outgo LCFF 11,841.96 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 2,018,746.24 2000-2999: Classified Personnel Salaries Federal Categorical Funding 4,183,184.81 3000-3999: Employee Benefits Federal Categorical Funding 2,425,633.71 4000-4999: Books And Supplies Federal Categorical Funding 607,285.76 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 704,961.08 7000-7439: Other Outgo Federal Categorical Funding 416,359.67 1000-1999: Certificated Personnel Salaries State Categorical Funding 8,150,870.44 2000-2999: Classified Personnel Salaries State Categorical Funding 121,560.58 3000-3999: Employee Benefits State Categorical Funding 3,274,473.70	4000-4999: Books And Supplies LCFF 16,929.46 5000-5999: Services And Other Operating Expenditures LCFF 41,224.78 7000-7439: Other Outgo LCFF 11,036.25 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 1,644,983.31 2000-2999: Classified Personnel Salaries Federal Categorical Funding 4,067,271.87 3000-3999: Employee Benefits Federal Categorical Funding 2,274,917.49 4000-4999: Books And Supplies Federal Categorical Funding 284,048.49 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 1,208,657.46 7000-7439: Other Outgo Federal Categorical Funding 370,830.94 1000-1999: Certificated Personnel Salaries State Categorical Funding 8,464,901.24 2000-2999: Classified Personnel Salaries State Categorical Funding 121,565.99 3000-3999: Employee Benefits State Categorical Funding 3,341,661.20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies State Categorical Funding 93,600.00	4000-4999: Books And Supplies State Categorical Funding 287,978.94
	5000-5999: Services And Other Operating Expenditures State Categorical Funding 962,348.88	5000-5999: Services And Other Operating Expenditures State Categorical Funding 1,168,098.37
	7000-7439: Other Outgo State Categorical Funding 931,944.13	7000-7439: Other Outgo State Categorical Funding 900,592.71
	6000-6999: Capital Outlay Federal Categorical Funding 63,260.63	6000-6999: Capital Outlay Federal Categorical Funding 91,161.72
		4000-4999: Books And Supplies Other Local Funds 2,415.20
Our unduplicated students are some of the lowest performing on state assessments. To address that the LEA will continue to provide additional services for the Multi-Tiered System of Support (MTSS Academic-Tier 2-3) to ensure academic achievement for at risk students, students with disabilities, and students that are gifted (GATE).

Central USD will provide supplemental staff, instruction, and materials to support the MTSS-Academic Tiers 2-3 via Intervention, before/after school tutoring, Saturday School and Summer School to address the academic needs of unduplicated students.In addition to the Tier 2-3 services above, Central USD will enhance unduplicated students' college awareness by providing field trips to colleges and guest speakers to expand awareness of college and career opportunities.

The district will continue to support iSchools to provide equity for high poverty, high unduplicated count elementary school sites. The district will provide academic intervention and supports for these designated schools by adding an additional certificated staff member to provide support for unduplicated students through intervention, assessment and data analysis. iSchool sites will receive supplemental funding, intervention resources, and additional professional development for school leaders as well. | Summer School, Intervention/Tutoring Teachers 1000-1999: Certificated Personnel Salaries LCFF 6,011,374.78 | 0001-0999: Unrestricted: Locally Defined LCFF 6,838,588.71 |
	Summer School Aides/Additional support 2000-2999: Classified Personnel Salaries LCFF 970,041.24	2000-2999: Classified Personnel Salaries LCFF 945,803.45
	3000-3999: Employee Benefits LCFF 2,777,057.63	3000-3999: Employee Benefits LCFF 3,128,374.51
	Supplemental 4000-4999: Books And Supplies LCFF 860,827.70	4000-4999: Books And Supplies LCFF 60,465.03
	5000-5999: Services And Other Operating Expenditures LCFF 395,720.54	5000-5999: Services And Other Operating Expenditures LCFF 156,224.29
	7000-7439: Other Outgo LCFF 141,991.58	7000-7439: Other Outgo LCFF 116,687.83
	2000-2999: Classified Personnel Salaries Other Local Funds 179,135.85	2000-2999: Classified Personnel Salaries Other Local Funds 196,330.47

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
These strategies, materials and services are principally directed toward the unduplicated students and, in our experience, have proven to be effective in meeting the diverse learning needs of this population and will provide access to opportunities they might not otherwise have. As a result of providing this service, Central USD expects that the unduplicated students will experience increases in learning reflected in ELA and Math CAASPP scores. In addition, Central USD expects that the unduplicated students will experience increases in graduation rate and decreases in drop out rates as well as become better prepared for college, career, and community.	3000-3999: Employee Benefits Other Local Funds 102,622.35 4000-4999: Books And Supplies Other Local Funds 0 5000-5999: Services And Other Operating Expenditures Other Local Funds 0	3000-3999: Employee Benefits Other Local Funds 100,662.54 4000-4999: Books And Supplies Other Local Funds 0 5000-5999: Services And Other Operating Expenditures Other Local Funds 20,671.25 6000-6999: Capital Outlay LCFF 64.08 1000-1999: Certificated Personnel Salaries Other Local Funds 25,713.57 4000-4999: Books And Supplies Federal Categorical Funding 6,165.71 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 317,422.73 7000-7439: Other Outgo Federal Categorical Funding 2,689.16 1000-1999: Certificated Personnel Salaries State Categorical Funding 79,279.50 3000-3999: Employee Benefits State Categorical Funding 14,828.57 4000-4999: Books And Supplies State Categorical Funding 17,173.06 5000-5999: Services And Other Operating Expenditures State Categorical Funding 434,634.86

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer formative and summative assessments for core ares (ELA/ELD, Math, Science, History/Social Science, VAPA & PE). Provide time for PLCs to use this data to monitor progress and adjust instruction as needed. In 2019-20, the district will implement an analytics system to facilitate data processing, compilation and distribution to sites and further support real time adjustments to instruction as needed.	5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 90,000.00	6000-6999: Capital Outlay State Categorical Funding 27,208.09 7000-7439: Other Outgo State Categorical Funding 13,872.46 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 72,450.00
Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement has occurred, but support is still needed with respect to our SWD and Foster Youth . Our CAASPP data indicators show that Foster Youth and SWD students are scoring in the orange range in English Language Arts Assessment. In addition our CAASPP data indicators show that SWD are in the red range with ELs and Foster Youth (FY) in the yellow range in the CAASP Mathematics Assessment. To address this need, Central USD will provide professional development for Pre-K through 12th grade teachers and support staff to build their capacity in teaching, learning, and assessment. The district will support the instructional coaching model to ensure new learning from professional development is successfully implemented to accelerate student learning. It is our expectation that these services for all unduplicated students in tandem with the instructional support for teachers of FY and SWD will result in increased performance of our FY and SWD students on the	1000-1999: Certificated Personnel Salaries LCFF 169,047.84 3000-3999: Employee Benefits LCFF 63,481.03 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 1,136,449.02 3000-3999: Employee Benefits Federal Categorical Funding 420,086.19	1000-1999: Certificated Personnel Salaries LCFF Base 0 3000-3999: Employee Benefits LCFF 0 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 560,453.12 3000-3999: Employee Benefits Federal Categorical Funding 206,959.81

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ELA and Math CAASPP over the course of the next three years as well as improve their graduation rate. Central USD will modify instructional coach support by maintaining 8 instructional coaches at the district level to provide direct support to schools with high need students and to support new curriculum implementation and training. The district will transition remaining coaches to provide direct services academic intervention support at school sites.		
CA Dashboard notes graduation rates for SWD are at the red indicator (CUSD overall is yellow) Based on fall 2018 CA Dashboard data, only 58.1% of SWD, 54.5% of homeless, & 69.6% of ELs students are graduating. Based on this data, the district is determined to increase/improve services for unduplicated & SWD students to help increase graduation rates and enhance the motivation for students to become College and Career ready. Central USD will enhance academic and career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities by adding two FTE's to expand academic and career counseling support at Central High School. The district will also explore expansion of services through partnership with Highway City (due to open summer 2019). The Community Center at Highway City will feature academic and college readiness resources for parents and students. It is our expectation that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated and SWD student groups.	Career Counseling Teacher 1000-1999: Certificated Personnel Salaries LCFF 377,144.87 3000-3999: Employee Benefits LCFF 149,689.94	Career Counseling Teacher 1000-1999: Certificated Personnel Salaries LCFF 375,697.11 3000-3999: Employee Benefits LCFF 151,001.77 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 202.20 3000-3999: Employee Benefits Federal Categorical Funding 40.89

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Central USD's School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our SWD, English Learners and Foster Youth students. Each school site in Central USD has unique needs tailored to their unduplicated students. To address the unique needs, sites will be allocated funding based on the number of unduplicated students. All site expenditures allocated are discussed with stakeholders and consensus is reached by the school site council/leadership teams. Expenditures are tied to actions/strategies to close learning gaps and are articulated in the school site plan. Site expenditures are expected to principally focus on on low-income pupils, ELs, 'Ever ELs', and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures will focus on supplementary instructional materials for early literacy, English learners, and intervention as well as technology hardware and software to support student access to supplementary materials and improved services. Site expenditures may include: additional support personnel, intervention teachers, early literacy reading teachers, additional EL teachers,software to enable English learners, SWDs, foster youth and struggling readers to access reading skills, or site level training of personnel focused on student access to reduce the learning gaps. It is our expectation that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and an increased performance of students on the ELA and Mathematics CAASP and upcoming College and Career Indicator at the secondary levels.	Direct Allocation to Sites Based on Unduplicated Count 1000-1999: Certificated Personnel Salaries LCFF 384,400.97 2000-2999: Classified Personnel Salaries LCFF 376,986.84 3000-3999: Employee Benefits LCFF 262,768.98 4000-4999: Books And Supplies LCFF 764,603.75 5000-5999: Services And Other Operating Expenditures LCFF 235,226.01	Direct Allocation to Sites Based on Unduplicated Count 1000-1999: Certificated Personnel Salaries LCFF 314,280.50 2000-2999: Classified Personnel Salaries LCFF 306,936.52 3000-3999: Employee Benefits LCFF 207,257.77 4000-4999: Books And Supplies LCFF 359,427.92 5000-5999: Services And Other Operating Expenditures LCFF 142,611.41 6000-6999: Capital Outlay LCFF 57,648.03
Frequently unduplicated students have the least access to technology which is essential for 21st century learning. Central USD unduplicated students will be provided access and training with digital academic resources and technology to accelerate learning.	ISC-Technology, Director Instructional Technology 1000-1999: Certificated Personnel Salaries LCFF 203,617.11	ISC-Technology, Director Instructional Technology 1000-1999: Certificated Personnel Salaries LCFF 139,177.93

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Central USD will provide technology through a school-to-home program in combination with in classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. The district will continue to support the purchase of chromebooks to ensure one-to-one access TK-12. In addition, Central USD will provide staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement. This action is principally directed toward our unduplicated students and in our our experience has been effective in meeting needs they experience related to technology and digital academic resources to improve student achievement. As a result of providing this technology and staff support, Central USD expects that the unduplicated students will experience increases in ELA and Math performance and become better prepared for college, career, and community.	Technology aides 2000-2999: Classified Personnel Salaries LCFF 221,425.47 3000-3999: Employee Benefits LCFF 103,108.76 4000-4999: Books And Supplies LCFF 318,084.83 5000-5999: Services And Other Operating Expenditures LCFF 243,725.60 7000-7439: Other Outgo Other Local Funds 854,067.87 4000-4999: Books And Supplies Other Local Funds 37,858.75	Technology aides 2000-2999: Classified Personnel Salaries LCFF 219,493.63 3000-3999: Employee Benefits LCFF 87,031.20 4000-4999: Books And Supplies LCFF 222,596.48 5000-5999: Services And Other Operating Expenditures LCFF 73,579.20 7000-7439: Other Outgo Other Local Funds 1,217,912.74 4000-4999: Books And Supplies Other Local Funds 30,637.04 6000-6999: Capital Outlay Other Local Funds 1,440,448.15 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 50,073.18 3000-3999: Employee Benefits Federal Categorical Funding 18,603.66
Central USD students need improved access to career technical education (CTE) pathways. The district will continue to sustain CTE based on student need, industry advice and labor workforce rates with an emphasis on recruiting and supporting student enrollment. As a result of improving access for students to CTE, Central USD expects to improve their connectedness to school thereby increasing graduation rates and preparedness for college or technical school enrollment.	1000-1999: Certificated Personnel Salaries Federal Categorical Funding 12,000.00 3000-3999: Employee Benefits Federal Categorical Funding 2,378.28 4000-4999: Books And Supplies Federal Categorical Funding 116,424.95	1000-1999: Certificated Personnel Salaries Federal Categorical Funding 6,990.00 3000-3999: Employee Benefits Federal Categorical Funding 1,378.06 4000-4999: Books And Supplies Federal Categorical Funding 7,031.82

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 20,864.72	5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 11,314.70
	7000-7439: Other Outgo Federal Categorical Funding 5,642.05	7000-7439: Other Outgo Federal Categorical Funding 993.78
	1000-1999: Certificated Personnel Salaries State Categorical Funding 22,225.53	1000-1999: Certificated Personnel Salaries State Categorical Funding 2,255.00
	3000-3999: Employee Benefits State Categorical Funding 4,404.87	3000-3999: Employee Benefits State Categorical Funding 383.21
	4000-4999: Books And Supplies State Categorical Funding 220,037.18	4000-4999: Books And Supplies State Categorical Funding 164,265.00
	5000-5999: Services And Other Operating Expenditures State Categorical Funding 39,348.48	5000-5999: Services And Other Operating Expenditures State Categorical Funding 56,406.60
	6000-6999: Capital Outlay State Categorical Funding 231,202.89	6000-6999: Capital Outlay State Categorical Funding 33,525.57
	7000-7439: Other Outgo State Categorical Funding 8,344.78	7000-7439: Other Outgo State Categorical Funding 6,925.34
	1000-1999: Certificated Personnel Salaries Other Local Funds 339,152.73	1000-1999: Certificated Personnel Salaries Other Local Funds 361,485.33
	2000-2999: Classified Personnel Salaries Other Local Funds 7,795.23	2000-2999: Classified Personnel Salaries Other Local Funds 8,110.74
	3000-3999: Employee Benefits Other Local Funds 130,263.45	3000-3999: Employee Benefits Other Local Funds 140,273.16
	4000-4999: Books And Supplies Other Local Funds 25,148.44	4000-4999: Books And Supplies Other Local Funds 2,580.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other Local Funds 8,800.00	5000-5999: Services And Other Operating Expenditures Other Local Funds 305.53
	7000-7439: Other Outgo Other Local Funds 19,015.15	7000-7439: Other Outgo Other Local Funds 19,074.48

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services budgeted for in this goal were implemented up to school closure in spring 2020. Each action continued, albeit with modifications due to distance learning through the end of the school year. Funds budgeted for the actions show slight differences due to the transition to distance learning; however, all expenditures aligned with the original activities as approved by the Central USD governing board. Additional expenses are noted for duplication (take-home packets early in the school closure), miscellaneous service contracts for staff support, added compensation for certificated support, and additional materials and supplies.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Multi-tiered Systems of Support (MTSS) for academic achievement were maintained throughout the school year. After school closures, teachers hosted 'office hours' during distance learning to provide additional support for students needing help but experienced challenges in engaging some struggling students. With the suspension of CAASPP in spring 2020, progress monitoring in the 2020 school year was very challenging. In addition, teacher Professional Learning Communities (PLCs) were no longer able to meet in person, requiring a transition and adjustment to virtual PLC time. This proved challenging to implement due to the overwhelming nature of daily activities and practices that were pivoting simultaneously to distance learning. While the district succeeded in supporting the community via services at the Granville Teague Community Resource Center, expanding the career counseling aspect of services was not doable due to the stay-at-home order and school closure. Technology support proved to be a huge success as the department rallied to meet distance learning needs, supporting teachers, students, and parents. CTE classes were implemented until closures and transitioned to online learning in the same manner as core classes.

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 3: Parental Involvement (Engagement)
                        Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism. **19-20** 11% **Baseline** 2016-17 13.43%	2018-19 Chronic absenteeism was 13.9%
Metric/Indicator HS Graduation Rate **19-20** 89% **Baseline** 2015-16 82.8%	2019-20 HS Graduation Rate- 87.9%

Expected	Actual
Metric/Indicator Suspension Rate **19-20** 5.0 **Baseline** 2014-15 5.6	2019-20 Suspension Rate - 5.4%
Metric/Indicator Facilities Maintained as measured by annual FIT **19-20** 100 % of Facilities maintained through the Facilities Inspection Tool **Baseline** 2015-16 61.9% sites FITs scored 'good' or higher	100% of Facilities were maintained through the Facilities Inspection Tool
Metric/Indicator 9-12 School Climate Index (based on California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey **19-20** 363 **Baseline** 2016-17 293	Due to the COVID-19 Pandemic and subsequent school closures, the CHKS survey was suspended during spring 2020. Survey results are not available as all stakeholder groups had not completed the surveys. In spring 2021, Central USD administered the Panorama Survey to grades 6-12. Survey results indicate that 68% of 6-12th grade students completing the survey had positive perceptions of the overall social and learning climate of their school.
Metric/Indicator 7-8 School Climate Index (based on California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey **19-20**	Due to the COVID-19 Pandemic and subsequent school closures, the CHKS survey was suspended during spring 2020. Survey results are not available as all stakeholder groups had not completed the surveys. In spring 2021, Central USD administered the Panorama Survey to grades 6-12. Survey results indicate that 68% of 6-12th grade students completing the survey had positive

Expected	Actual
424 **Baseline** 2016-17 374	perceptions of the overall social and learning climate of their school.
Metric/Indicator K-6 California Healthy Kids Survey Key School Climate Indicators **19-20** School Connectedness-71% Meaningful Participation-53% Feel Safe at School-100% **Baseline** 2016-17 School Connectedness-57% Meaningful Participation-23% Feel Safe at School-77%	Due to the COVID-19 Pandemic and subsequent school closures, the CHKS survey was suspended during spring 2020. Survey results are not available as all stakeholder groups had not completed the surveys. In spring 2021, Central USD administered the Panorama Survey to grades 3-5. In the context of the Panorama survey, school connectedness is represented best by 'supportive relationships'. According to the survey, 84% of 3-5 students taking the survey feel supported through their relationships with friends, family, and adults at school. In the context of the Panorama survey, meaningful participation is most closely aligned with 'school teacher-student relationships'. According to the survey, 77% of students completing the survey felt positive about there being a strong social connection is between teachers and students within and beyond the school. Panorama defines school safety as the perceptions of student physical and psychological safety at school. 75% of the students taking the survey had a positive perception of school safety.
Metric/Indicator Expulsion Rate **19-20** Maintain 0.1 expulsion rate **Baseline** 2014-15 0.3	2019-20 Expulsion Rate -0.26%
Metric/Indicator Properly Credentialed teaches with no misassignments nor vacancies as measured by credentials or SARC review.	97.6% properly credentialed teachers with 1 misassignment and no vacancy as measured by credentials and SARC review.

Expected	Actual
19-20 100% Properly Credentialed with no misassignments or vacancies **Baseline** 2015-16 97.2% Properly Credentialed with no misassignments or vacancies	
Metric/Indicator Sufficient core instructional materials as measured by SARC **19-20** 100% sufficient instructional materials **Baseline** 2015-16 100% sufficient instructional materials	100% sufficient core instructional materials as measured by SARC.
Metric/Indicator High School Drop out Rate **19-20** 1.5% **Baseline** 2015-16 2.1%	2019-20 High School Drop Out Rate- 5.7%
Metric/Indicator Middle School Drop out Rate **19-20** 0% **Baseline** 2015-16 .20%	Middle School Drop Out Rate-0.9

Expected	Actual
Metric/Indicator Attendance Rate as measured by district average attendance **19-20** Maintain 97% or higher **Baseline** 2015-16 95.3%	Attendance rate as measured by district average attendance is 95.9%
Metric/Indicator Access to broad course of study as measured by review of teacher an/ore master schedules **19-20** 100% access to a broad course of study as measured by teacher schedules and master schedules **Baseline** 2015-16 100% access to a broad course of study as measured by teacher schedules and master schedules	100% access to a broad course of study as measured by teacher schedules and master schedules.
Metric/Indicator Outcomes of broad course of study as measured by number of elective sections offered at middle school and high school **19-20** Enhance and maintain electives at middle and high school (minimum of 61 total middle school electives and 109 high school electives) **Baseline** 2016-17 61 total middle school electives (average of 20.3) 109 high school electives	2020-21 middle school and high school electives have maintained numbers (minimum of 31 total middle school electives and 109 high school electives.)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce class size, and add positions to address growth and provide increased course offerings at secondary based on need (e.g. EL, Foreign Language and SpEd). The district will continue to partner with Institutions of Higher Education (IHEs) to support masters programs in Reading, STEM and Administration to enhance the skills of our appropriately credentialed staff and ensure first best teaching for our students. With additional staff maintaining class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning. Central USD will offer a broad course of study and provide a variety of programs offered at the elementary and secondary level. Central USD will continue to study avenues for the development of Dual Immersion Programs. The Seal of Biliteracy will continue to be awarded. Central Unified will partner with CSU Fresno and NGEI (New Generation of Educators) supporting 17 residents and 17 mentors in the Residency Program at Polk and Steinbeck Elementary Schools. The program has a focus on Trauma Informed Practices to develop the capacity of teachers to better understand the social-emotional needs of students. Elementary sites will be provided an additional FTE for Physical Education staff.	1000-1999: Certificated Personnel Salaries LCFF 45,918,290.91 2000-2999: Classified Personnel Salaries LCFF 9,805,275.37 3000-3999: Employee Benefits LCFF 23,775,023.46 4000-4999: Books And Supplies LCFF 2,369,602.52 5000-5999: Services And Other Operating Expenditures LCFF 8,783,774.56 6000-6999: Capital Outlay LCFF 275,598.99 1000-1999: Certificated Personnel Salaries Other Local Funds 3,500.00 2000-2999: Classified Personnel Salaries Other Local Funds 202,694.22 3000-3999: Employee Benefits Other Local Funds 78,355.11 4000-4999: Books And Supplies Other Local Funds 236,233.50 5000-5999: Services And Other Operating Expenditures Other Local Funds 4,230.54	1000-1999: Certificated Personnel Salaries LCFF 48,909,826.31 2000-2999: Classified Personnel Salaries LCFF 10,955,391.83 3000-3999: Employee Benefits LCFF 24,793,596.06 4000-4999: Books And Supplies LCFF 1,673,169.63 5000-5999: Services And Other Operating Expenditures LCFF 8,707,061.79 6000-6999: Capital Outlay LCFF 600,974.64 1000-1999: Certificated Personnel Salaries Other Local Funds 6,978.58 2000-2999: Classified Personnel Salaries Other Local Funds 156,608.42 3000-3999: Employee Benefits Other Local Funds 50,086.56 4000-4999: Books And Supplies Other Local Funds 177,967.05 5000-5999: Services And Other Operating Expenditures Other Local Funds 11,971.59
Central USD parent/student feedback indicates that some students feel disconnected from school. Feedback also indicates that school activities sometimes do not meet their needs or are not engaging for students, leading students to participate in negative behaviors at school. Central USD will develop a Multi-Tiered System of Support (MTSS Behavior	1000-1999: Certificated Personnel Salaries LCFF 645,874.63	1000-1999: Certificated Personnel Salaries LCFF 711,717.84

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support-Tier 1) to ensure the district is effective in meeting student needs to be engaged and connected to school. Central USD will continue to support and refine a Multi-Tiered System of Support (MTSS Behavior Support-Tier 1) ensuring the district is effective in meeting student needs to be engaged and connected to school. The district will maintain existing expanded positions from 2018-19 (one counselor and one psychologist). This MTSS includes enhancement of the PBIS framework as well as the monitoring and implementation of practices such as Restorative Justice and Youth Court (high school level) using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff will provide behavioral counseling support to provide positive and safe learning environments . In 2019-20 the district will purchase Social/Emotional Learning curriculum that will feature anti-bullying modules. Staff training will also be provided.	2000-2999: Classified Personnel Salaries LCFF 80,904.52 3000-3999: Employee Benefits LCFF 294,690.88 4000-4999: Books And Supplies LCFF 6,520.49 5000-5999: Services And Other Operating Expenditures LCFF 2,359.51 1000-1999: Certificated Personnel Salaries State Categorical Funding 25,483.00 3000-3999: Employee Benefits State Categorical Funding 10,064.84	2000-2999: Classified Personnel Salaries LCFF 85,944.76 3000-3999: Employee Benefits LCFF 308,485.93 4000-4999: Books And Supplies LCFF 5,267.32 5000-5999: Services And Other Operating Expenditures LCFF 1,529.93 1000-1999: Certificated Personnel Salaries State Categorical Funding 0 3000-3999: Employee Benefits State Categorical Funding 0
Unduplicated parent/student feedback indicates that unduplicated students often feel disconnected from school. They have also indicated that school activities sometimes do not meet their needs or are not engaging for them. Students with disabilities also have higher suspension rates than other students in Central USD as identified in the CA School's Dashboard. To meet this unduplicated and SWD student need, Central USD will continue to provide additional services for the developing Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils and effective in meeting their needs around engagement and school connectedness. Central USD will improve and increase services to the unduplicated students by providing additional support personnel such as CenCal Mentoring (already existing at secondary and expanding this year to 14 elementary schools) and CYS to provide mentoring services focused primarily on	CenCal & CYS Contracts 5000-5999: Services And Other Operating Expenditures LCFF 235,000.00 1000-1999: Certificated Personnel Salaries LCFF 1,035,502.04 2000-2999: Classified Personnel Salaries LCFF 594,754.44 3000-3999: Employee Benefits LCFF 750,809.08	CenCal & CYS Contracts 5000-5999: Services And Other Operating Expenditures LCFF 104,056 1000-1999: Certificated Personnel Salaries LCFF 641,842.81 2000-2999: Classified Personnel Salaries LCFF 0 3000-3999: Employee Benefits LCFF 248,244.75 1000-1999: Certificated Personnel Salaries State Categorical Funding 26,773.30

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SWD, Foster and Homeless students (and other unduplicated students as needed) to increase student/adult one to one connections at school. The district will continue to support outside contracts for increased campus supervision and support. As a result of providing this support, Central USD expects that unduplicated and SWD students will experience a decrease of suspension rates as well as increase of student engagement thereby improving school climate and increasing graduation rates.		3000-3999: Employee Benefits State Categorical Funding 10,688.72 5000-5999: Services And Other Operating Expenditures State Categorical Funding 30,017.90 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 422.78 3000-3999: Employee Benefits Federal Categorical Funding 85.49 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 263,025.16 1000-1999: Certificated Personnel Salaries Other Local Funds 7,947.30 2000-2999: Classified Personnel Salaries Other Local Funds 1,289.37 3000-3999: Employee Benefits Other Local Funds 1,797.03 4000-4999: Books And Supplies Other Local Funds 65,946.30 5000-5999: Services And Other Operating Expenditures Other Local Funds 4,005.12 7000-7439: Other Outgo Other Local Funds 3,012.65
Central USD will continue to support a Multi-Tiered System of Support (MTSS Social/Emotional Support -Tier 1) for students to ensure a that	2000-2999: Classified Personnel Salaries LCFF 488,418.93	2000-2999: Classified Personnel Salaries LCFF 480,048.98

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
there is a framework for students' that addresses their social/emotional learning. As a result of providing this support, Central USD expects that students will experience decreases in suspension rates and increases in attendance rates.	3000-3999: Employee Benefits LCFF 305,915.34 5000-5999: Services And Other Operating Expenditures LCFF 132,353.00	3000-3999: Employee Benefits LCFF 298,019.12 5000-5999: Services And Other Operating Expenditures LCFF 35,202 4000-4999: Books And Supplies Other Local Funds 1,930.62 7000-7439: Other Outgo Other Local Funds 79.50
Central USD will refine and support a Multi-Tiered System of Support (MTSS Social/Emotional Tier 2-3) for unduplicated students and SWD to ensure a system of supports for students' social/emotional learning. Given that our unduplicated students have higher suspension rates as identified in the CA School's Dashboard, Central USD will provide additional services to the unduplicated pupils by refining social/emotional learning programs including the social/emotional counseling of students and the services of the district support team to assess and provide services to high need students and families. (SAFE) In addition, secondary counselors will work with intervention staff, school psychologists, and classified/certificated staff to meet the needs of students, provide positive and safe learning environments. As a result of providing this support, Central USD expects that unduplicated students and SWD will experience decreases in suspension rates and increases in attendance rates. The district has added and will continue to include 7 schools in the training and support to staff a "thinkery" center that is consistent with Discipline That Restores (DTR).The district will contract services with Placer County Office of Education (PCOE) for advanced training on Tier 3 behaviors plans for the evidence-based model of Prevent, Teach, Reinforce (PTR). PCOE is a technical assistance center for the state of California on PBIS and offers additional training for district technical support, district leadership training, and capacity assessment	Secondary Counselors 1000-1999: Certificated Personnel Salaries LCFF 987,578.47 2000-2999: Classified Personnel Salaries LCFF 781,610.30 3000-3999: Employee Benefits LCFF 817,549.92	Secondary Counselors 1000-1999: Certificated Personnel Salaries LCFF 591,444.02 2000-2999: Classified Personnel Salaries LCFF 201,751.68 3000-3999: Employee Benefits LCFF 301,815.60

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Promote and increase participation in school activities that create students' positive connections to school. Continue to provide and maintain existing levels of high quality VAPA program in dance, music, theater and visual arts. Continue to provide co-curricular activities. (eg. History Day, Science Fair, Young Authors Fair, Robotics)	1000-1999: Certificated Personnel Salaries LCFF 1,648,119.52 2000-2999: Classified Personnel Salaries LCFF 153,723.38 3000-3999: Employee Benefits LCFF 684,985.97 4000-4999: Books And Supplies LCFF 147,615.26 5000-5999: Services And Other Operating Expenditures LCFF 150,648.57 6000-6999: Capital Outlay LCFF 0.00 7000-7439: Other Outgo LCFF 7,076.00	1000-1999: Certificated Personnel Salaries LCFF 1,747,710.77 2000-2999: Classified Personnel Salaries LCFF 123,306.06 3000-3999: Employee Benefits LCFF 716,529.10 4000-4999: Books And Supplies LCFF 85,749.40 5000-5999: Services And Other Operating Expenditures LCFF 122,267.90 6000-6999: Capital Outlay LCFF 6,262.55 7000-7439: Other Outgo LCFF 6,352.27
Provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.	2000-2999: Classified Personnel Salaries LCFF 4,629,397.83 3000-3999: Employee Benefits LCFF 2,580,214.78 4000-4999: Books And Supplies LCFF 725,013.79 5000-5999: Services And Other Operating Expenditures LCFF 546,373.38 6000-6999: Capital Outlay LCFF 500,610.00 7000-7439: Other Outgo LCFF 2,686,216.90	2000-2999: Classified Personnel Salaries LCFF 4,859,056.43 2000-2999: Classified Personnel Salaries LCFF 2,661,160.56 4000-4999: Books And Supplies LCFF 567,231.18 5000-5999: Services And Other Operating Expenditures LCFF 670,683.13 6000-6999: Capital Outlay LCFF 128,493.49 7000-7439: Other Outgo LCFF 3,087,329.59

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries State Categorical Funding 1,572,336.65	2000-2999: Classified Personnel Salaries State Categorical Funding 1,684,652.13
	3000-3999: Employee Benefits State Categorical Funding 785,284.97	3000-3999: Employee Benefits State Categorical Funding 810,555.42
	4000-4999: Books And Supplies State Categorical Funding 638,500.00	4000-4999: Books And Supplies State Categorical Funding 673,363.01
	5000-5999: Services And Other Operating Expenditures State Categorical Funding 1,619,206.19	5000-5999: Services And Other Operating Expenditures State Categorical Funding 1,836,876.24
	6000-6999: Capital Outlay State Categorical Funding 0	6000-6999: Capital Outlay State Categorical Funding 352,075.32
	7000-7439: Other Outgo State Categorical Funding 577,035.02	7000-7439: Other Outgo State Categorical Funding 586,029.01
	4000-4999: Books And Supplies Other Local Funds 0	4000-4999: Books And Supplies Other Local Funds 7,842.95
	5000-5999: Services And Other Operating Expenditures Other Local Funds 57,500	5000-5999: Services And Other Operating Expenditures Lottery 101,820.12
	6000-6999: Capital Outlay Other Local Funds 0	6000-6999: Capital Outlay Other Local Funds 82,018.36

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services budgeted for in this goal were implemented up to school closure in spring 2020. Each action continued, albeit with modifications due to distance learning through the end of the school year. Funds budgeted for the activities show slight differences due to the transition to distance learning; however, all expenditures aligned with the original actions as approved by the Central USD governing board. Unspent funds were due to vacant positions and contract reductions (CenCal & CYS were unable to complete face-

to-face services). Additional expenditures are noted for books and supplies and services/other operational expenses necessary to transition to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Central USD provided access to the core curriculum in all areas and monitored student progress to ensure student learning. Full-year access to robust, literacy-rich libraries was not doable in person after COVID-19 closing. Still, Central USD provided enhanced access to digital libraries for students to access during distance learning. The district created a resource hub on the website and conducted parent training to demonstrate how to access the resources. Central USD provided appropriately credentialed staff for the 2019-20 school year. The district provided student transportation for all students up until the school closures of March 2020. During distance learning, the district provided supplies, curriculum, technology, and food giveaways to the community. MTSS for behavior and social-emotional learning continued, although in a different format, the last three months of the school year. Co-curricular activities calendared before March 2020 were completed. Some activities canceled included: Spelling Bee, spring concerts and festivals, regional Peach Blossom Festival, and Science Olympiad.

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator K-12 Local Parent Survey **19-20** "There are ways for me to be involved at my child's school." 94% "The school is a safe place where bullying and disrespect are not tolerated." 77% **Baseline** 2016-17 "There are ways for me to be involved at my child's school." 88% "The school is a safe place where bullying and disrespect are not tolerated." 62%	Due to the COVID-19 Pandemic and subsequent school closures, the CHKS survey was suspended during spring 2020. Survey results are not available as all stakeholder groups had not completed the surveys. In spring 2021, Central USD administered the Panorama Survey to parents in spring 2021. The survey included questions about school safety for parents to answer. 76% of parents that participated in the survey felt that their student was safe at school, both physically and psychologically. The survey also asks questions about family engagement at school. 14% of parents noted that during the past year they had become involved with and interacted with their child's school.
Metric/Indicator Parent Workshop Participation **19-20** Continue to increase number of parents participating in district and school parent workshops, orientations, and activities. **Baseline** 2016-17 Parents Participation Attendance-1601 (thru December 2016)	Total parent participation in district and school parent workshops, orientations, and activities= 1,626

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Based on the data provided by the CA School Dashboard student performance in ELA/Math on CAASPP show that while making gains, all students are not yet achieving at a green or higher level. In order to increase parent engagement and promote student learning, Central USD wi provides a professional parent engagement system based on the Parent Engagement Framework including the continued development of parent leadership teams. To help engage parents of at struggling students,Central USD will continue to provide personnel and training based on parent interest and need to expand the capacity of the district to offer workshops and build relationships. This action is meant to fulfill Central USD's goal of engaging families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being. It is our expectation that providing parent outreach and support via parent education will result in increasing parent engagement at school for parents and families (including pregnant and parenting teens.) Central USD expects this action to engage parents at school, increase parent empowerment, and thereby help their children close achievement gaps. Moving into 2019-20, Central USD will partner with the Highway City Community Center to provide onsite parent engagement information and services.	2000-2999: Classified Personnel Salaries Federal Categorical Funding 49,939.07 3000-3999: Employee Benefits Federal Categorical Funding 29,996.41 4000-4999: Books And Supplies Federal Categorical Funding 0 7000-7439: Other Outgo Federal Categorical Funding 0 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 0	2000-2999: Classified Personnel Salaries Federal Categorical Funding 55,811.19 3000-3999: Employee Benefits Federal Categorical Funding 31,207.89
Analysis of data provided by the CA School Dashboard indicates unduplicated student performance in ELA and Math on CAASPP are not yet achieving at a green or higher level. The same is true of achievement for English Learners when looking at performance on CAASPP. In an effort engage parents of struggling students, Central USD will continue to provide parent outreach services through highly trained support staff including: 4 Community Liaisons- Bilingual (Spanish,	2000-2999: Classified Personnel Salaries LCFF 145,293.20 3000-3999: Employee Benefits LCFF 43,663.51 2000-2999: Classified Personnel Salaries Federal Categorical Funding 0	2000-2999: Classified Personnel Salaries LCFF 154,038.89 3000-3999: Employee Benefits LCFF 44,604.22 2000-2999: Classified Personnel Salaries Federal Categorical Funding 259.84

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel-(Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on SWD, unduplicated students and families to provide support and access to resources to help them engage at school and close achievement gaps. These services are expected to be effective because we know studies show there is a positive correlation between parental engagement at school and improved student performance. Due to marked increase in Punjabi speakers in our district, Central USD will work with an outside contractor to expedite translation of necessary district documents in Punjabi.	3000-3999: Employee Benefits Federal Categorical Funding 0	3000-3999: Employee Benefits Federal Categorical Funding 75.46

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services noted above were implemented. All funds budgeted for the actions/services were spent on those actions/services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of the Panorama Survey platform will establish a new baseline to monitor progress during the upcoming years. Workshops, activities, and classes scheduled for parents after March 2020 were canceled due to the state-wide stay-at-home order and schools transitioning to distance learning. All advisory committees transitioned to virtual meetings to conclude the school year. Many parents noticed that attending virtual meetings improved attendance as parents could log on from home and did not have to travel to the district office to meet. Another success noted that participation in parent-teacher conferences also improved. Stakeholder feedback frequently mentioned the benefits of having the liaisons in place to support their needs and the continuing information about community resources and food distribution/deliveries. Parents repeatedly commented that having the Social Emotional Learning time set aside on the Monday schedule was a benefit, as was the availability of counselors as needed. The district also provided "Hotlines" for parents in English, Spanish, and Punjabi. Families could reach out 24/7 when they had questions or concerns about distance learning or other issues. Despite the challenges, Parent Engagement staff partnered with other community agencies to off classes and

workshops, including Success Together, United We Lead Foundation, Education and Leadership Foundation, and the Ivy League Project. Staff also connected with local agencies to provide resources to families, including grants to pay their rent, food pantries, clothing giveaways, and social-emotional support. How to 'Zoom,' 'Using Google Classroom", connecting to a 'hotspot,' how to set an email account, were topics covered during parent training at the beginning of the school year.

Early into the school closures, liaisons experienced challenges connecting with families. As the parent engagement department pivoted to strategizing reaching out to families virtually and families had access to more technology and hotspots, parent engagement resumed and was equal to pre-closure levels. Parents expressed difficulty in assisting their child(ren) with instructional apps and assignments. Connectivity and internet issues also posed challenges for parents, students, and teachers. Many parents did not know how to use Parent Square to see teacher's messages and updates or access Parent Portal for important information regarding their child(ren). Many families did not have internet access because they did not have the financial means to afford it. Many families did not know how to work with computers and depended on their older child(ren) to support younger siblings while parents worked outside of the home. Some parents had questions regarding their student's academic progress and the outcome of the academic year and struggled to connect with their child's teacher or how to access the student information system to check on their child's missing assignments.

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of ELs who make progress toward proficiency measured by CELDT **19-20** ELPAC Baseline **Baseline** 2016-17 54.7%	Due to the COVID-19 Pandemic and subsequent school closures, ELPAC testing was suspended during spring 2020. ELPAC summative scores for 2020 are not available. Central USD has implemented local measures to monitor EL progress using iReady Assessment. The current EL data for ELA in iReady indicates that 24% of ELs improved at least one level in their reading level, while 37% remained at the same level. The 2019 CA Dashboard indicates that 48.1% of ELs were making progress towards English language proficiency.
Metric/Indicator Reclassification rate **19-20** Maintain rate and/or meet or exceed current state reclassification rate average **Baseline** 2015-16 18.7%	2019-20 Reclassification Rate: 4.4% (State Reclassification Rate: 8.6%)

Expected	Actual
Metric/Indicator EL access to state standards/ELD standards (State Reflection Tool) **19-20** Average score 4.2 **Baseline** 2016-17 Average score 2.3	Average score of 4.0 as measured by the ELD Standard Implementation (State Reflection Tool).

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
State performance data indicates ELs (unduplicated students) and not progressing towards proficiency in English. Historically, CAASPP data indicates that EL students meeting or nearly meeting standards lag behind other student groups in both ELA and in Math. To address these needs, Central USD will revise and refine the master plan for ELs to address appropriate scheduling, progress monitoring, and effective use of data utilizing Ellevation web based software. Central USD will provide teacher training to develop deep knowledge of the ELA/ELD Framework and how to best utilize the newly adopted Integrated and Designated ELD materials. Central USD will continue to refine and implement the intake and classroom placement systems for newcomer ELs. Parents of newcomers will attend an orientation workshop with their students to ease their transition to school. These services will be directed explicitly for EL students to help them improve academic performance. It is our expectation that these services will result in increased EL proficiency in English as well as improvement	1000-1999: Certificated Personnel Salaries Federal Categorical Funding 72,261.88 3000-3999: Employee Benefits Federal Categorical Funding 29,315.13 4000-4999: Books And Supplies Federal Categorical Funding 0 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 0 7000-7439: Other Outgo Federal Categorical Funding 3,542.49 5000-5999: Services And Other Operating Expenditures LCFF 12,000.00	1000-1999: Certificated Personnel Salaries Federal Categorical Funding 108,128.39 3000-3999: Employee Benefits Federal Categorical Funding 43,107.04 4000-4999: Books And Supplies Federal Categorical Funding 0 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 36,606.45 7000-7439: Other Outgo Federal Categorical Funding 3,577.02 5000-5999: Services And Other Operating Expenditures LCFF 0 2000-2999: Classified Personnel Salaries Federal Categorical Funding 216.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
in EL students meeting or nearly meeting standards in ELA/and Math as measured by the CAASPP. The district will also add a secondary ELA teacher specifically trained and supported as an ELA teacher for 9-12 newcomer students.		1000-1999: Certificated Personnel Salaries LCFF 1,660.14 3000-3999: Employee Benefits LCFF 332.72
LTEL data indicates that these unduplicated students are not meeting academic standards and are not making adequate progress learning English. Based on student feedback, research, and parent input, LTELs often feel disconnected from school and report decreased interest and motivation because their needs are not being met at school. Central USD will provide teacher training to develop deep knowledge of the ELA/ELD Framework and how to use the newly adopted materials to reduce the creation of long term English learners. Along with professional development, we will provide in class instructional coaching support, and supplemental resources that increase teacher capacity for implementation of ELA/ELD Framework. It is our expectation that this PD and instructional support will help LTELs successfully reclassify and become college, career, and community ready.	Supervisor, EL Migrant & EL Instructional Support Coach 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 96,283.74 Supervisor, EL Migrant & EL Instructional Support Coach 3000-3999: Employee Benefits Federal Categorical Funding 34,071.19 Teachers 1000-1999: Certificated Personnel Salaries LCFF 6,155,437.88 Teachers 3000-3999: Employee Benefits LCFF 2,451,569.36	1000-1999: Certificated Personnel Salaries Federal Categorical Funding 96,183.69 3000-3999: Employee Benefits Federal Categorical Funding 34,932.65 1000-1999: Certificated Personnel Salaries LCFF 7,114,803.72 3000-3999: Employee Benefits LCFF 2,753,658.08

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services noted above were implemented. All funds budgeted for the actions/services were spent on those actions/services. Additional expenditures above the original budget were due to an increase in salaries and benefits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Central USD ensured Designated English Language Development (D-ELD) times for elementary were standardized during distance learning, making it easier for supporting and troubleshooting issues for/with teachers and site administrators. Secondary EL students had scheduled D-ELD sessions with their ELD teachers. The EL Department provided EL professional learning (PL) of the most essential and effective EL scaffolding by proficiency levels and related-EL aspects in distance learning & in-person learning during the 20-21 school year. The training was provided to certificated Interns (for up to 45 hours, including lesson observations and individual coaching), school sites (by request), individual teachers/Support Staff, and district-wide new administrators EL PL. At the beginning of the school year, teachers were required to complete an essential PL on the management and use of Imagine Learning's Language & Literacy online program to support English language development for students whose primary language is other than English. Imagine Learning Language & Literacy program was actively used by many teachers and learners at the elementary levels. This online program is differentiated for each student and adaptive to their progress based on lessons and benchmark assessments. This progress monitoring data allowed opportunities to drive instruction and address learning gaps in reading, writing, listening, and speaking, gauge students' use of the program and students' language and literacy improvements, or lack thereof, when analyzing the data at classroom, site, and district levels.

The 20-21 school year was not without its challenges. Specifically, EL PL in the 20-21 school year noted the significant struggles and limitations of instruction during distance learning. With lesson support from the EL department this school year, it was observed that teachers provided limited opportunities for most students and ELs to speak (individually or to collaborate amongst peers) in a distance learning environment due to fear of impacting classroom management and concern of losing focus of the classroom. EL students were also resistant to go off mute and engage for various reasons (noise at home, shyness about their home environment, etc.). Imagine Learning Language & Literacy program had intermittent use by students and teachers at the elementary level as it is supplemental and not a required program. Teachers, students, and families have expressed having too many programs and platforms being used during distance-learning may have played a role in Imagine Learning not being utilized as frequently as with other programs used at school sites and in the district.
Along with Imagine Learning, Imagine Reading was available to help support upper elementary and secondary ELs. Imagine teachers did not frequently use reading because it required them to use the program to assign lessons for targeted instruction specifically. Teachers, site administrators, and students needed support and additional PL in troubleshooting when issues with connectivity, log-in issues, and accessibility with Imagine Learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: masks, gloves etc. Increased supplies of soap, hand sanitizer and hand soap.	2,000,000	426,390	No
Plexiglass: Provide separation to avoid close contact in settings that don't allow for social distancing.	50,000	50,000	No
Disinfecting Materials: Spray bottles, cloths, paper towels, gloves, and cleaning supplies to support increased disinfection of common areas and high touch surfaces.	2,000,000	2,000,000	No
Floor Decals, Posters, Signs: Visual items to help maximize social distancing, direct traffic, and minimize interaction.	20,000	10,000	No
Health Materials: Thermometers and extra supplies for nurses offices.	15,000	16,348	No
Custodial Staffing: Increase of cleaning staff to ensure cleaning above and beyond routine schedules to guarantee cleaning of high touch areas.	50,000	158,531	No
Site Allocations -Local Control Funding Formula All school sites will be allocated funding based on the number of unduplicated students. All site expenditures taken from this allocation are discussed with stakeholders and consensus is reached by the school site council/leadership teams. Expenditures are tied to actions	1,331,111	1,536,452	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
to close learning gaps and are articulated in the school site plan. Site expenditures are expected to principally focus on on low-income pupils, ELs, 'Ever ELs', and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures will focus on supplementary instructional materials for early literacy, English learners, and intervention as well as technology hardware and software to support student access to supplementary materials and improved services. Site expenditures may include: additional support personnel, intervention teachers, early literacy reading teachers, additional EL teachers,software to enable English learners,foster youth and struggling readers to access reading skills, or site level training of personnel focused on student access to reduce the learning gaps and/or address learning loss during COVID 19 school closures.The district expects that the implementation of these unique site services will target the unduplicated students and result in higher levels of student literacy and help mitigate learning loss.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The cost of Personal Protective Equipment (PPE) was lower than anticipated at the beginning of this plan. Given the extreme necessity to be sure of having enough materials to protect staff and community on sites, the district erred on the side of caution. The same was true of floor decals, posters, and signage. Custodial staffing costs were significantly higher than projected due to the commitment to sanitizing sites and offices regularly, as well as the increase in cleaning when cohorts returned. Site allocation spending increased due to the ongoing need for materials and supplies for students and teachers during distance learning, cohorts, and return to school.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the fall of 2020, Central USD began to monitor students at each school site chronically disengaged. Staff met, and each site crafted a plan to bring their most disengaged students back to sites on a limited basis in stable cohorts. Some successes noted with

cohorts were an improvement of students' attendance, attention, and work completion. In addition, it was pointed out that students needed and appreciated the social connection and academic instruction - they were happy to be with other students and staff.

Other benefits included students accessed more services while on campus - intervention, counseling, reading groups while on campus, Functional Life Skills students were able to be on campus and make connections with teachers and staff, students with a lack of connectivity were given a stable connection, the systems implemented to set a foundation of return to school opening, at-risk 12th-grade students were provided additional supports to graduate on time, and special needs populations were provided additional support. Students have been able to do online intervention programs like iReady during the asynchronous and synchronous time reading and math. Teachers have become experts on many web-based programs and technology that will have long-term positive impacts on student engagement.

Having students on-site during the COVID-19 pandemic was not without its challenges. Some areas for growth noted during cohorts were episodes of student anxiety, causing student's attendance to fluctuate based on fears and dropping from the cohort as time wore on. Another challenge noticed was the fact that the half-day schedule was difficult for parents. Getting back to the bus stop or home to be with their child was sometimes difficult and stressful for them. While happy to be back at school, some students continued to be disengaged from their coursework and did not turn in assignments.

In advance of planning for a return to school for all students, Central USD piloted what would look like three school sites. In-person instruction piloting taught us how resilient our students and teachers are and their abilities to adapt to new procedures and routines. This resilience made the transition as seamless as it could be while communicating through masks, shields, and plexiglass. Students were eager to be back on campus, communicate with their teachers and staff, engage in learning, and take learning back to the basics. All the while challenges still existed. Students learned how to communicate with each other after being reluctant to talk for over a year during distance learning. The building of relationships and connections looked very different, but the students were able to slowly get to know each other through the shielding of masks. Teachers learned how to incorporate new pieces of technology to engage all students and increase student learning. Our staff and students demonstrated the ability to overcome obstacles to be back on campus in a safe, healthy, and engaging environment.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional HotSpots to Provide Connectivity	210,000	920,134	No
Imagine Learning - ELD Supplemental	137,500	137,500	No
Additional School Supplies -At Home Learning	703,770	800,000	No
Learning Devices	8,700,000	9,673,998	No
MTSS Tier 2-3 -Academic Support Intervention, before/after school tutoring, Saturday School, and Summer School to address the academic needs of unduplicated students. These services will be provided via distance learning, blended learning, and/or during in-person learning as dictated by health services recommendation. These strategies, materials, and services are principally directed toward the unduplicated students and, in our experience, have proven to be effective in meeting the diverse learning needs of this population and will provide access to opportunities they might not otherwise have. As a result of providing this service, Central USD expects that the unduplicated students will experience increases in learning and reduce the learning gaps and/or address learning loss during COVID 19 school closures. In addition, Central USD expects that the unduplicated students will experience increases in graduation rate and decreases in drop out rates as well as become better prepared for college, career, and community.	11,400,000	11,427,903	Yes
iSchool Support-Unduplicated Students	205,000	205,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iSchools will provide equity for high poverty, high unduplicated count elementary school sites. The district will provide additional funding for academic intervention and supports for these designated schools to provide support for unduplicated students through intervention, assessment, and data analysis. These strategies, materials, and services are principally directed toward the unduplicated students and, in our experience, have proven to be effective in meeting the diverse learning needs of this population and will provide access to opportunities they might not otherwise have. As a result of providing this service, Central USD expects that the unduplicated students will experience increases in learning and reduce the learning gaps and/or address learning loss during COVID 19 school closures. In addition, Central USD expects that the unduplicated students will experience increases in graduation rate and decreases in drop out rates as well as become better prepared for college, career, and community.			
Zones of Regulation Materials	9,300	9,274	No
Career and Academic Counseling /College Awareness for Unduplicated Students In order to increase graduation rates and enhance the motivation for students to become college and Career ready regardless of whether instruction takes place in person or during distance learning. To further this goal, Central USD will focus on academic and Career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities. The district will also expand services through a partnership with the Granville Teague Community Resource Center (GTCRC) by featuring academic and college readiness resources for parents and students. It is our expectation that these services will result in increased performance of our unduplicated students on the	530,000	547,277	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated student groups.			
MTSS Tier 2-3 Behavioral Supports Current data indicates that unduplicated students often feel disconnected from school. Students have also stated that school activities both on-site and during distance learning, sometimes do not meet their needs or are not engaging for them. To meet this unduplicated student need, the district will provide additional services for the developing Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils and effective in meeting their needs around engagement and school connectedness. Central USD will improve and increase services to the unduplicated students by providing additional support personnel such as CenCal Mentoring (at secondary and 14 elementary schools) and California Youth Services (CYS) to provide mentoring services focused primarily on unduplicated students to increase student/adult one to one connections at school. As a result of providing this support, Central USD expects that unduplicated students will experience a decrease of suspension rates as well as an increase of student engagement, thereby improving school climate and increasing graduation rates during all instructional stages this year.	2,794,970	1,207,847	Yes
Home2School Program-Staffing Central USD will provide technology through a school-to-home program in combination with in-classroom access, to improve equity	1,100,000	904,149	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
for unduplicated students and to extend educational opportunities beyond the school day. Central USD will provide staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement. Frequently unduplicated students have the least access to technology and connectivity, which is essential for successful distance learning. Central USD unduplicated students will be provided access and training with digital academic resources and technology to ensure student engagement and support learning. Central USD will provide technology through a school-to-home program in combination with in-classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. The district continues to support the purchase of Chromebooks to ensure one-to-one access TK-12. This action is principally directed toward our unduplicated students, and in our experience has been effective in meeting needs they experience related to technology and digital academic resources to improve student achievement. As a result of providing this technology and staff support, Central USD expects that the unduplicated students will experience increases in ELA and Math performance and become better prepared for college, career, and community.			
Systems & Support-EL Services- Central USD will provide professional learning for staff to ensure implementation of the Master Plan for English Learners.	257,800	273,926	No
Classroom Supplies-Distance Learning	1,000,000	16,255,697	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Productivity Software-Google Enterprise, Zoom, See Saw, GoToConnect, Language Line, Screencastify	114,330	86,504	No
Learning Software-iReady, Edgenuity, Calvert, SPED & Elective	426,335	511,179	No
Professional Development Distance Learning-Teacher Pay	740,000	831,413	No
Licensed Vocational Nurses-Extra Time	40,000	74,749	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Additional hotspots to provide connectivity costs were significantly higher than first anticipated. This happened when the district discovered that, in some cases, more than one hotspot was necessary for homes, especially for larger and/or rural families. The slight increase in school supplies for at-home learning occurred as distance learning extended and school supplies were used up or lost. The rise in spending for learning devices increased for similar reasons that hotspot costs increased, families needing multiple devices or devices that needed to be replaced. Salary increases and extra work hours to support distance learning account for increases in the amount spent for career and academic counseling, while the estimated costs of supporting MTSS tiers 2-3 for behavior and social-emotional supports decreased significantly because students were not receiving in-person services that included the costs of office space and on-site staffing. Services for these programs morphed into part of the distance learning schedule with supports provided during specialized office hours prescribed as needed by referral. Home 2 School program staffing was slightly less than anticipated for similar reasons; no onsite training was held. Classroom supplies for distance learning proved much more expensive than projected as staff and students needed more support and materials than projected, and distance learning stretched out much longer than initially estimated. There were slight differences noted in productivity software and learning software costs as the actual contracted amount varied slightly from the original estimates. The increase in teacher pay for professional learning was due to ongoing support and coaching to ensure that quality distance learning was happening. Increases in nurses' extra time were due to increased time for contact tracing, site support, and time spent developing routines and systems for return to school.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Central USD's return to the school plan has four stages. Determining which stage classrooms will reopen is dependent on the health and safety guidelines provided by both the CDC and our local Fresno Department of Public Health. The Central USD learning plan considers the stages and outlines teaching and learning expectations for the students of Central Unified.

Stage 1 is a remote or distance learning plan with 100% online instruction to teach students during the required rolling closures. Distance learning is defined as instruction in which the student and instructor are in different locations. No students and limited staff (with administration approval and health screening) are on site. Stage 2 continues with distance learning, but with some staff onsite and in front offices. This stage adds students onsite for 1:1 and small group instruction by appointment. In this stage, schools and offices will be open with modified hours. As of April 13, 2021 (elementary) and April 20, 2021 (secondary), Central USD transitioned to Stage 3. Stage 3 is a transition to hybrid learning. Hybrid learning is a mix of two to four days of onsite instruction and three days of online learning. During Stage 3, all staff is on campus with a limited number of students as scheduled on their alternate days. Schools and offices are all open for regular hours. Stage 4 will see 100% instruction and learning onsite, with all staff and all students on campus and all schools and offices open.

Based on stakeholder input and the analysis of distance learning data during the 2020 spring school closure, Central USD decided to progress to providing a device for every student and internet connectivity via hotspots for those who needed it. Before the 2021 school opening, Central USD surveyed parents to determine the need for additional devices and connectivity required for distance learning. After analyzing the survey results, the district technology department called families that had not responded to the current survey or earlier outreach during the spring closure. All contacts were documented to allow for ongoing communication. Surveys and phone calls were conducted in the language spoken in the home (English, Spanish, Hmong, Punjabi & Arabic were the most frequent languages required.) Device and materials distribution began the week before school started, and pick-up opportunities were repeated as necessary to make sure every student had materials to connect and participate. Central USD provided technology through a school-to-home program combined with in-classroom access, improved equity for unduplicated students, and extended educational opportunities beyond the school day. Central USD provided staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement.

Distance learning included synchronous and asynchronous instruction, office hours, frequent communication with students/parents, and endeavored to ensure that all students, including English Learners, students with disabilities, McKinney-Vento, and foster and homeless youth receive tiered supports as needed. The district adhered to the attendance practices in alignment with CDE Average Daily Attendance (ADA) guidelines. Elementary teachers took daily attendance; Middle/High School teachers took attendance at each period. Attendance methods for Distance Learning included a daily assignment on Google Classroom/SeeSaw or visual check-in. Staff utilized the AERIES student information system to document student contacts. Central USD staff completed a weekly engagement

record to verify whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning consistent with the LCP and California Department of Education recommendations.

Teachers used district-approved ancillary materials and developed activities to support and encourage their innovative teaching modalities. Teachers frequently utilized formative assessment to understand and follow the Central Standards Pacing Calendar for their grade level or course. Additionally, teachers used diagnostic, formative, and summative assessments to determine well-being and safety, equity and access to resources, student learning, feedback, and future instruction plans. (EC Sec 34, part 24.5 43504, 43509) Students completed surveys and inventories that included wellness, inventories of internet, devices, adequate workspace, and food security.

A robust, leveled, choice-driven professional development program was rolled out to teachers in late July 2020 to prepare them for reopening schools. Critical skills to succeed in distance learning were identified, and courses developed with specific success criteria were identified. Teachers could select participating in the course asynchronously, join a live synchronous session, and request 1:1 tutoring if needed. All staff was encouraged to complete Level 1 and Level 2 professional development before starting the school year. In doing so, teachers were able to prepare their Google Classroom / See-Saw classroom (an option for teachers in grades TK-2), recording instructional lessons using Screencast, host lives meetings using Zoom and communicate using GoToConnect phone/ text services, Language Line for communication for parents speaking languages other than English and Parent Square. Once Level 1 and 2 sessions were completed and evidence of learning submitted, teachers could select courses in Level 3 such as choice boards, music programs, engagement tools, and more. All English learners were required to participate in both synchronous and asynchronous training for Serving English Learners in Distance Learning. Intervention professional development, supporting Students with Disabilities, and courses in creating culturally sensitive campuses are classes in development that all staff will also be expected to attend. As the year progressed, training for teachers included interactive whiteboarding to support ELA and Math instruction. Also, Google Apps for Educations flipgrid platform allows for hybrid instructions with live feedback to students. Lastly, improving our communication to parents and students via ParentSquare. Teachers were shown how to attach files or audio to their posts to support distance learning further.

To facilitate and train teachers using Apple iPad, Central EdTech is working district with Apple Teacher to help them navigate Apple tools and apps. iPad innovators' content has been personalized for each teacher based on survey results. The three phases will support them navigating their new devices, using annotation tools to highlight core curriculum, and exploring markup tools to improve student feedback on writing assignments.

All courses were hosted in school Google PD Classrooms in which both site administrators and district staff hosted as the teachers. Parent professional development was also in place in Central. The primary need was support for technology, including setting up an email account, access the parent portal, Google Classroom, Parent Square communications, setting up a productive learning space, and logging on to Zoom and Google Meet. Technology support was a necessity during distance learning. Tech Aides were deployed at each school and provided additional hours to assist with calls from teachers, students, and parents.

Before the school year began, discussions started about how staff and instruction would look different this year. All conversations and collaborations with staff were framed in the context of 'All Hands on Deck.' There was a mutual agreement that staff and leadership would commit to be flexible and work together to ensure that the needs of students and families were the first and foremost concern in

Central USD. In that spirit, a Memorandum of Understanding (MOU) was reached with bargaining units that allowed staff to meet student needs during distance learning. For certificated staff, this manifested as teachers without traditional rostered classrooms (instructional coaches, intervention teachers, etc.) were assigned to classroom instruction temporarily. This change of role allowed Central USD to reduce class size, eliminate combination classes, and end the practice of using larger schools to place overflow students when other sites were full. Examples of new roles and responsibilities for classified staff included using staff (bus drivers, technology aides, accounting technicians, etc.) for food distribution, online parent registration support, or textbook/device delivery. Classroom and physical education instructional aides were used to monitor break-out sessions on Zoom or Google meet or to supervise small group instruction virtually (under the supervision and direction of a certificated teacher). Intervention specialists and translators assisted with monitoring student attendance, checking in with students that had not logged on for class, and supporting office staff to manage communications.

Central USD provided additional support for students with unique needs, including English learners, students with special needs, advanced and gifted students, students in foster care, and students who experienced homelessness. English Learners (ELs) were instructed in both Integrated and Designated ELD. Integrated ELD consisted of the EL components of the core curriculum. While EL students met synchronously, teachers provided high levels of student talk, multiple peers to peer interactions, small group instruction, and social-emotional learning support. When working online with EL students, teachers sent home books with students and provided any support materials or resources they may need. During Designated ELD (D-ELD), teachers assigned lessons using core ELD materials in tandem with Imagine Language and Literacy supplemental software for ELs to continue working towards English Language Proficiency. If a student needed additional support or required an assessment in person, staff arranged 1:1 appointments to ensure all learning needs are met. If this level of additional support was deemed necessary, all health and safety protocols were adhered to while the appointment was in process.

Student learning outcomes during distance learning were varied. While the district increased students accessing hotspots from 421 (original School 2 Home actual usage) to 3,868 online in October 2020. As of March 2020, 487 students had checked out a school Chromebook to support at-home learning. As of June 2020, that number was 12,840 students. The average amount of data streaming for each student went from 220 MB per month to 2,300MB per month, a 1000% increase during the 20-21 school year. While this data indicates a dramatic increase in connectivity and a healthy indication of effective distance learning, students struggled to make academic gains. An examination of grade reports showed an increase (17%) of secondary students with three or more 'F's. SWD & ELs showed even higher levels, suggesting that those subgroups were not having success during distance learning. iReady math data indicates an increase of 10% of 2nd-grade students two grade levels below standards on the second round administration mid-year. iReady reading data for 2nd grade shows a rise of 8% of 2nd-grade students two grade levels below standard on the second round administration. Similar data was noted in 7th-grade reading scores as well. Sites addressed distance learning challenges and success during mid-year round table meetings. The school sites set the expectation that all cameras had to be on for all students to foster connections and conversation. Teachers reinforced set office hours by posting zoom links in their google classrooms daily. If struggling students did not attend office hours, the teacher's called home to connect with the student and their families. Central High School expanded credit recovery opportunities and required intervention time for students with 'D's and 'F's.
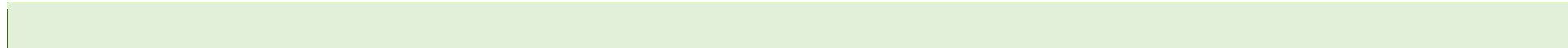
Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Home School Liaisons Central USD will continue to provide parent outreach services through highly trained support staff including Four Community Liaisons-Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on SWD, unduplicated students, and families to provide support and access to resources to help them engage at school and close achievement gaps. These services are expected to be effective because we know studies show there is a positive correlation between parental engagement at school and improved student performance	200,000	202,965	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was a slight increase to actual expenditures due to the normal variance in benefits and salary estimations.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Central USD has digital systems in place to diagnose student needs. Assessments from ELA and Math used to monitor learning status and identify learning loss are noted below.

- Smarter Balanced Assessment Consortium (SBAC) Focused Interim Assessment Blocks (FIAB) Grades 3-12, ELA & Math
- SBAC Interim Assessment Blocks (IAB) Grades 3-12, ELA & Math
- SBAC Interim Comprehensive Assessment (ICA) Grades 3-12 ELA & Math
- Mathematics Diagnostic Testing Project (MDTP) Grades 6-9 Math
- iReady Grades K-8 ELA & Math
- Star Reading K-6 9-12 English Learners ELA
- Imagine Learning Designated ELD
- Existing Benchmarks K-1 (Illuminate), ELA & Math
- Educational Software for Guiding Instruction (ESGI) TK/K, ELA & Math (site-based)

Other content area curricula, including science, history-social science, foreign language, health science, and electives, use board-adopted curriculum-based assessments to diagnose needs and measure growth. During distance learning, teachers provided support for learning loss in small groups during the morning or afternoon learning blocks. Tutoring support was added for students two or more years behind, scheduled in the afternoons utilizing categorically funded certificated teachers and support staff during both the school day and through ASES after-school program. To support the health and wellness of students, Zones of Regulation were implemented as a daily screener for students to be identified for assistance. Monday Class meetings were held to deliver social-emotional lessons and build classroom connections with students to avoid feelings of fear and isolation. Referrals to the schools' Behavior Academic Intervention Team (BAIT) were made for any students who showed signs of distress or self-report or exhibit specific concerns. Data for social-emotional wellness, including basic needs such as food and home security, were reviewed at least twice monthly at the school level. Quarterly service reports were provided to the district to evaluate the effectiveness of districtwide services and adjust as needed by our students. Central USD provided parent outreach services through highly trained support staff, including 4 Community Liaisons-Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish), and interpretation/translation personnel-(Spanish, Punjabi, Hmong) available to all schools. These staff members focused on unduplicated students (EL, foster, low income) and their families to provide support and access to resources to help them engage at school and reduce learning loss. Due to a marked increase in Punjabi speakers in our district, Central USD worked with an outside contractor to expedite the translation of necessary district documents in Punjabi. The parent outreach services and liaisons collaborated with the district's Homeless Liaison to ensure the needs of homeless, foster youth, and other students with exceptional needs were identified by site so that appropriate tiered supports for both academic and social-emotional learning were provided.

While the increase of connectivity and data use shows, students were engaged while distance learning, students struggled to make academic gains. An examination of grade reports showed an increase (17%) of secondary students with three or more 'F's. SWD & ELs showed even higher levels, suggesting that those subgroups were not having success during distance learning. iReady math data indicates an increase of 10% of 2nd-grade students two grade levels below standards on the second round administration mid-year. iReady reading data for 2nd grade shows a rise of 8% of 2nd-grade students two grade levels below standard on the second round administration. Similar data was noted in 7th-grade reading scores, indicating that despite the efforts of all involved, learning loss did occur and not all aspects in this area were effective. To engage students, teachers held one-on-one conferences with struggling students (anyone with a GPA of 1.0-1.5.) During the conversation, teachers asked students about the barriers they might be encountering and brainstormed solutions to those named problems. Professional Learning after mid-year targeted distance learning

engagement strategies for teachers.
There was a notable improvement in student engagement and attendance when cohorts were implemented during the fall and again in late winter. Students that were not connecting to class (literally) were online and interacting with their teachers and classmates. Staff noted improved student motivation and positive social-emotional interactions.
interactions when cohorts were on campus as well.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

One of the primary challenges regarding student mental health and social, emotional well-being for the 2020-2021 school was the lack of systems to collect data on the topic in a manner to conduct structured analysis due to limitations with distance learning. However, feedback from key stakeholders including teachers, school administrators, district psychologists, and counselors during meetings as well as comments from parents and students did provide insight into the challenges and successes for the school year.

A challenge that was heard repeatedly was the ability to build relationships and form connections in a virtual environment. Even in that context, the amount of time students were in class was shortened with the online schedule. Students would often turn off video cameras so teachers did not have visual information to ascertain a student's engagement and emotional status or well-being. Additionally, there were challenges with student absenteeism at schools across the district. It was difficult to contact families with chronically absent students, and these students have typically accessed the behavioral, social, and emotional support service providers at the home school. Even when families and students were contacted, it was extremely difficult to be able to provide a confidential setting for counseling to students since they were at home. They often had to be on a computer in a common area with others around. Lack of access to students, limited communication with families, and limits to providing direct service due to setting were difficult obstacles to provide consistent, comprehensive support.

A success that was achieved through the challenges of distance learning was the growth of access to technology and digital communication. This did allow for closer monitoring of students that were on their computers and communicating with others. The district had obtained a safety monitoring system called Lightspeed Systems. Artificial intelligence would generate a report to the district if a student typed something that might indicate the presence of suicidal ideation or self-harm. This system generated a number of referrals that would likely have gone unnoticed in a typical school year. Many students experiencing adversity and emotional challenges were identified that would have gone unnoticed in the past. A system of communication to follow up with students between the district office, site administrators, and school support staff was created to intervene in a timely manner.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Central USD recognized that with the onset of the COVID 19 pandemic and school closures there would be challenges to ensure the connection between students and schools. This challenge can and did directly influence student engagement and school attendance. Many students were living in homes where family members have lost their job due to business closures or illnesses. With unemployment, families were quickly facing the stresses of the specter of homelessness. In the face of these challenges, schools must face the realities of how to encourage and track attendance and reduce chronic absenteeism and increase student engagement. In response to this need, Central USD structured the outreach and engagement of students into three tiers.

Tier 1

Central USD moved quickly to reestablish contact with students and families that had not been in touch during school closure. Calls and surveys have reached out to families in English, Spanish, and Punjabi. When school resumed, classroom teachers were the baseline for engagement, outreach, and attendance. SB 98 required that all Central USD document the daily participation of each student on each school day. If the student did not participate in distance learning, then they must be marked absent. Participation included, but was not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the district and the student or the parent/guardian of the student. In addition to monitoring attendance, Central USD completed a "weekly engagement record" for each student participating in distance learning. This engagement record was noted in the AERIES student information system via "notes" in the attendance screen. For purposes of tracking average daily attendance, the district documented regular student participation when providing distance learning. In addition to daily attendance, a weekly engagement record will be completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verified regular participation, and tracked assignments (e.g., the teacher grade book). Site attendance secretaries followed up to verify and assist in recording attendance in Aeries. Liaisons, administration, and intervention specialists checked in on students via phone or home visits.

Tier 2
When a Central USD student was deemed to have chronic absenteeism or had articulated barriers to regular attendance, the attendance secretary provided the student's name to the school administration for follow-up. Bilingual Liaisons or the Language Line were used to communicate with parents that speak a language other than English. If there was a unique situation that prevented a student from receiving typical daily live interactions, the site facilitated communication between the parents and teacher or school administrator for consideration of approval for an alternative plan that provides a comparable level of service and maintains school connectedness. The approval of the alternative plan was subjected to the approval of the site administrator/site SARB attendance team decision.

Tier 3
Central USD activates more intensive outreach when a student is absent three or more days a week. When this occurs, Attention 2 Attendance (A2A) generates attendance letters in response to the absences. Site staff works with bilingual staff or Language Line services to contact the parent in their identified language of correspondence. If there is no improvement in student attendance and/or adherence to the alternative plan, the Student Attendance & Review Board (SARB) coordinator is advised, and the site administration begins the site SARB process. Safety officers made home visits in addition to sites adding the attendance-challenged students to cohorts returning to school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The district recognizes that many of the children in its school community may lack access to nutritious meals on a regular basis. To address the needs of the community during times when in-person learning was not available, the district provided a drive-thru and walk-up meal pickup at multiple schools located throughout the district during distance learning Distribution of meals also took place during both the winter and spring breaks. Students residing in remote and rural areas that are not within walking distance to schools (Central HS West, Madison, Houghton-Kearney, Pathway/Pershing, & Roosevelt) were provided food distribution at community bus stops and large apartment complexes, and mobile home parks. Meals have been provided to children in the community between ages 1-18. All individuals at pickup sites are required to practice appropriate social distancing and avoid close contact with others.

Since April 2021, when the district transitioned from distance learning to hybrid learning with in-person instruction in the mornings, students attending school in-person are receiving a "grab and go" lunch and breakfast for the following day. Distribution of meals is provided throughout the school campus to maintain social distancing. Curbside meal distribution at 12 school sites throughout the district continues to be available for hybrid learning students on days that they are not on campus, as well as for distance learning-only students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	MTSS Tier 2-3 -SEL Unduplicated students have higher suspension rates as identified in the CA School's Dashboard, and Central USD will provide additional services (SAFE Team) to the unduplicated pupils by refining social/emotional learning programs including the social/emotional counseling of students and the services of the district support team to assess and provide services to high need students and families. In addition, secondary counselors will work with intervention staff, school psychologists, and classified/certified staff to meet the needs of students, provide positive and safe learning environments in all stages of learning during 20-21. The district has added and will continue to include seven schools in the training and support to staff a "thinkery" center that is consistent with the practices of Discipline That Restores (DTR). As a result of providing this support, Central USD expects that unduplicated students and SWD will experience decreases in suspension rates and increases in attendance rates.	2,700,000	1,306,355	Yes
N/A	All other actions to implement the Learning Continuity Plan (LCP) in the areas of in-person instructional offerings, distance learning, pupil			No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	learning loss, pupil engagement and outreach, and school nutrition are including in the preceding sections of this plan.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The decrease in expenditures is directly related to the fact that the seven schools designated to train for the 'thinkery' centers and DTR were unable to attend the training due to COVID-19 restrictions, therefore 'thinkeries' were not implemented this year.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

A result of lessons learning during distance learning and the transition to in-person learning this year have directly influenced the goals and actions in the 2021-24 LCAP in the following ways:

- Focus on learning recovery via the MTSS Academic Tiers 1-3 with academic and career counseling for secondary students.
- Commitment to literacy-rich schools that meet the needs of all students with both in-person and digital options
- Refine and refreshed professional learning for staff to implement PLCs including the commitment to instructional coaching, data analysis, and appropriate assessment
- Appropriate, monitored systems of support for ELs as well as professional development for staff that work with them
- Maintaining robust support for CTE programs and classes to motivate students and accelerate their career pathways
- Sustained implementation of MTSS Tiers 1-3 for SEL and behavior support with the support from psychologists and intervention counselors
- Ongoing augmentation, auditing, and support for technology district-wide to keep our systems current, useful and accessible

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed with digital systems in place to diagnose student needs. Assessments from ELA and Math used to monitor learning status and identify learning loss are noted below.

- Smarter Balanced Assessment Consortium (SBAC) Focused Interim Assessment Blocks (FIAB) Grades 3-12, ELA & Math
- SBAC Interim Assessment Blocks (IAB) Grades 3-12, ELA & Math
- SBAC Interim Comprehensive Assessment (ICA) Grades 3-12 ELA & Math
- Mathematics Diagnostic Testing Project (MDTP) Grades 6-9 Math
- iReady Grades K-8 ELA & Math
- 912 ELA & Math Diagnostic Assessments
- Star Reading K-6 9-12 English Learners ELA
- Imagine Learning Designated ELD
- Existing Benchmarks K-1 (Illuminate), ELA & Math
- Educational Software for Guiding Instruction (ESGI) TK/K, ELA & Math (site-based)

Other content area curricula, including science, history-social science, foreign language, health science, and electives, use board-adopted curriculum-based assessments to diagnose needs and measure growth.

The district will work to aid learning recovery and improve academic outcomes for students. At the elementary level, research suggests this is best achieved by a re-emphasis on grade-level instruction. At secondary levels, schools have found that 'spiraling' greatly improved students' persistence in school and graduation. Access to strong grade-level instruction and grade-appropriate assignments with high levels of engagement and expectations will be key to student success. Short-term focus will include continuing to provide hotspots and Chromebooks as necessary, continuing office hours and interventions for extra help, and professional learning for staff focused on math and the needs of unduplicated students. As Central USD continues through the year, students will be involved in targeted intervention groups, extended day tutoring, high school credit retrieval, intercession, and expanded summer sessions. In addition, Central USD will study and monitor accelerating learning, equity, and well-being that will focus on grade-level instruction, diagnostic assessments, reading labs, intervention after school tutorials, and professional development needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Services identified as contributing towards meeting the increased or improved services requirements were site allocations of LCFF funds, iSchool support of unduplicated students, career and academic counseling for unduplicated students, MTSS tier 2-3 behavioral supports, Home2School Program staffing, and Home School Liaisons were all implemented. The costs of supporting MTSS tiers 2-3 for behavior supports went down significantly because students were not receiving contracted in-person services that were included in the original budgeted amount.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Central Unified School District is a district committed to the belief that every student can learn. As a district serving students, staff, and families during a pandemic, we have explored ways to expand our avenues to accomplish this goal. Central USD's dedication to this belief has never been more evidenced than looking at the way the district managed and morphed traditional systems, programs, and brick-and-mortar entities to serve the needs of our students, staff, and families. Teaching students and serving the most basic needs of families was re-imagined and immensely appreciated by our stakeholders. During this journey together there have been challenges and struggles that have affected student learning outcomes. Some students experienced difficulty both academically and socially-emotionally during distance learning. Families struggled to help their children succeed. There was a noticeable inequity of access to technology and online accessibility. Libraries transitioned to online entities and our stakeholders had to learn how to access them. Some secondary students fell behind on graduation credits with others not able to complete CTE pathways. Chronic disengagement became a problem to be solved as students lost motivation and feelings of efficacy as time wore on. As the community looks forward to returning to school and moving forward, the process of analyzing programs and services in both the LCAP and LCP have driven and directly influenced the goals and actions in the 2021-24 LCAP in the following ways:

- A focus on learning recovery via the MTSS Academic Tiers 1-3 with academic and career counseling for secondary students.
- A commitment to literacy-rich libraries that meet the needs of all students with both in-person and digital options.
- Refined and refreshed professional learning for staff to implement PLCs including the commitment to instructional coaching, data analysis, and appropriate assessment
- Appropriate, monitored systems of support for ELs and SWD as well as professional development for staff that work with them
- Maintaining robust support for CTE programs and classes to motivate students and accelerate their career pathways
- Sustained implementation of MTSS for SEL and behavior support with the support from psychologists and intervention counselors
- Ongoing augmentation, auditing, and support for technology district-wide to keep our systems current, useful and accessible

Moving into the next school year, Central USD continues its focus on ensuring that every student is prepared for success in college, career, and community. Staff and administration will move into the 2021-22 school year intending that every student engages in rigorous, relevant, standards-based instruction in every classroom, every day to ensure student learning. And, finally, the district will lead and collaborate with all stakeholders to demonstrate our core values of character, leadership innovation, and continuous improvement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	175,420,225.11	180,732,523.47
Federal Categorical Funding	12,591,380.80	11,910,571.92
LCFF	140,421,131.08	142,294,708.78
LCFF Base	0.00	0.00
Lottery	828,467.91	1,190,841.65
Other Local Funds	2,286,373.19	4,182,480.25
State Categorical Funding	19,292,872.13	21,153,920.87

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	175,420,225.11	180,732,523.47
0001-0999: Unrestricted: Locally Defined	0.00	6,838,588.71
1000-1999: Certificated Personnel Salaries	76,186,633.79	72,776,748.34
2000-2999: Classified Personnel Salaries	24,765,656.01	27,394,725.37
3000-3999: Employee Benefits	42,712,858.23	40,397,252.39
4000-4999: Books And Supplies	10,640,220.61	8,426,669.23
5000-5999: Services And Other Operating Expenditures	14,363,438.55	15,717,391.37
6000-6999: Capital Outlay	1,070,672.51	2,825,327.02
7000-7439: Other Outgo	5,680,745.41	6,355,821.04

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	175,420,225.11	180,732,523.47
0001-0999: Unrestricted: Locally Defined	LCFF	0.00	6,838,588.71
1000-1999: Certificated Personnel Salaries	Federal Categorical Funding	3,335,740.88	2,467,879.13
1000-1999: Certificated Personnel Salaries	LCFF	64,309,661.21	61,318,518.94
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other Local Funds	342,652.73	417,141.23
1000-1999: Certificated Personnel Salaries	State Categorical Funding	8,198,578.97	8,573,209.04
2000-2999: Classified Personnel Salaries	Federal Categorical Funding	4,233,123.88	4,123,558.97
2000-2999: Classified Personnel Salaries	LCFF	18,449,009.60	21,102,609.28
2000-2999: Classified Personnel Salaries	Other Local Funds	389,625.30	362,339.00
2000-2999: Classified Personnel Salaries	State Categorical Funding	1,693,897.23	1,806,218.12
3000-3999: Employee Benefits	Federal Categorical Funding	2,941,480.91	2,611,397.90
3000-3999: Employee Benefits	LCFF	35,385,908.03	33,311,881.90
3000-3999: Employee Benefits	Other Local Funds	311,240.91	295,855.47
3000-3999: Employee Benefits	State Categorical Funding	4,074,228.38	4,178,117.12
4000-4999: Books And Supplies	Federal Categorical Funding	776,404.49	329,006.80
4000-4999: Books And Supplies	LCFF	7,779,370.34	5,558,238.68
4000-4999: Books And Supplies	Lottery	828,467.91	1,089,021.53
4000-4999: Books And Supplies	Other Local Funds	299,240.69	300,288.10
4000-4999: Books And Supplies	State Categorical Funding	956,737.18	1,150,114.12
5000-5999: Services And Other Operating Expenditures	Federal Categorical Funding	815,825.80	1,909,476.50
5000-5999: Services And Other Operating Expenditures	LCFF	10,856,178.66	10,135,750.21
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	101,820.12
5000-5999: Services And Other Operating Expenditures	Other Local Funds	70,530.54	44,310.57
5000-5999: Services And Other Operating Expenditures	State Categorical Funding	2,620,903.55	3,526,033.97
6000-6999: Capital Outlay	Federal Categorical Funding	63,260.63	91,161.72
6000-6999: Capital Outlay	LCFF	776,208.99	798,889.81
6000-6999: Capital Outlay	Other Local Funds	0.00	1,522,466.51

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
6000-6999: Capital Outlay	State Categorical Funding	231,202.89	412,808.98
7000-7439: Other Outgo	Federal Categorical Funding	425,544.21	378,090.90
7000-7439: Other Outgo	LCFF	2,864,794.25	3,230,231.25
7000-7439: Other Outgo	Other Local Funds	873,083.02	1,240,079.37
7000-7439: Other Outgo	State Categorical Funding	1,517,323.93	1,507,419.52

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	47,939,024.47	48,859,930.58
Goal 2	118,357,826.78	121,393,389.43
Goal 3	268,892.19	285,997.49
Goal 4	8,854,481.67	10,193,205.97

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$5,466,111.00	$4,197,721.00
Distance Learning Program	$28,369,005.00	$43,866,550.00
Pupil Learning Loss	$200,000.00	$202,965.00
Additional Actions and Plan Requirements	$2,700,000.00	$1,306,355.00
All Expenditures in Learning Continuity and Attendance Plan	$36,735,116.00	$49,573,591.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$4,135,000.00	$2,661,269.00
Distance Learning Program	$12,339,035.00	$29,574,374.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$16,474,035.00	$32,235,643.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,331,111.00	$1,536,452.00
Distance Learning Program	$16,029,970.00	$14,292,176.00
Pupil Learning Loss	$200,000.00	$202,965.00
Additional Actions and Plan Requirements	$2,700,000.00	$1,306,355.00
All Expenditures in Learning Continuity and Attendance Plan	$20,261,081.00	$17,337,948.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Central Unified School District	Andrew G. Alvarado Superintendent	agalvarado@centralunified.org 559-274-4700

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Central Unified School District (Central USD) was created on December 22, 1981, by a special election that approved the unification of seven small districts. Central USD encompasses 88 square miles in a suburban and rural area on the westward side of Fresno, California. Fresno has a population of 531,576 (US Census Bureau QuickFacts), with education, health care, government, and agriculture representing the largest employers in the area.

The Central USD area continues to be an area of growth with a mix of affordable, entry-level housing and higher-end homes, and numerous farms and ranches. Central USD consists of fourteen elementary schools, three middle schools, one high school (separating into two distinctive campuses during the 2021-22 school year), one alternative education high school, two community day schools, and one adult school. Central USD opened Central Online Home School in the 20-21 school year. The district is proud to open a Justin Garza High School in the fall of 2021. Central USD currently serves approximately 15,841 students.

Central USD students come from a rich mix of ethnic and cultural backgrounds. 60.7% of the student population in the district is Hispanic or Latino. Of our 15,841 students, 19.2% speak Spanish, 6.5% speak Punjabi, 2.4% speak Hmong, and 1.2% speak Arabic. District-wide, there are approximately 30 different languages spoken. The current socioeconomically disadvantaged student rate is 72%, with a foster youth rate of 1%. English learners are at 13.5% and Students With Disabilities (SWD) are 11% of our total enrollment.

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

Reflections: Successes

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

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

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

During the 2020-21 school year, the CA Dashboard, a statewide measure determining district performance levels for accountability, did not publish accountability data due to school closures and the lack of state testing data. Performance on the California School Dashboard is identified through a status system using a color scale: blue=very high; green=high; yellow=medium; orange=low; red=very low. When reviewing data from the last published dashboard, there are many successes to highlight for Central USD. The Academic Performance Indicator is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, taken annually by students in grades 3–8 and grade 11. This indicator shows English Language Arts (ELA) performance improved by 3.3 points. Math performance improved by 6.1 points. 48.1% of English Learners (ELs) made progress towards English language proficiency, and 31.4% of graduating students were prepared for college and career, an increase of 2% from the previous year. The Academic Engagement Indicator noted an increase in the graduation rate of 1%, bringing the district into the 'green' indicator area. All Local Indicators

are noted as being 'met' by the district. Central USD increased students accessing hotspots from 421 (original School 2 Home actual usage) to 3,868 online in October 2020. As of March 2020, 487 students had checked out a school Chromebook to support at-home learning. As of June 2020, that number was 12,840 students. The average amount of data streaming for each student went from 220 MB per month to 2,300MB per month, a 1000% increase, during the 20-21 school year.

Reflections: Identified Need

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

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

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

Due to the 2018 CA School Dashboard red indicators in Math, College Career Indicator (CCI), Graduation Rate, and Suspension Rate for students with disabilities (SWD), Central is currently identified for Differentiated Assistance. Central USD continues the work with staff from the Fresno County Superintendent of Schools (FCSS) Differentiated Assistance team as continue year three in a Network Improvement Community (NIC) with guidance from West Ed to ensure improvement areas noted above for students with disabilities. The NIC work has

prompted the four identified schools to test change ideas that they believe will have a positive impact on outcomes for SWD and have identified the need to study how to spread and scale the ideas that are working.

LCAP Highlights

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

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

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

The district is committed to creating positive learning outcomes for all students despite the interruption of learning caused by the COVID-19 pandemic and school closures. The district will leverage changes made during school closures and distance learning that positively impacted student learning. Central USD will continue with solid instruction on content appropriate for each grade level with high levels of engagement and high expectations. To re-engage chronically absent students, the district will focus on continuing to provide resources (hotspots, Chromebooks), deploy intensive attendance support service and staff, assign staff for home visits and wellness checks, as well as provide mental health services.

Moving through the next three years, the district will continue to work with educators to ensure the acceleration of learning, equity, and well-being. The work will include mining and employing re-engagement opportunities for students, adjusting tiers 1,2, and 3 Academic, Social-Emotional Learning (SEL), and Behavior Interventions as needed to serve student needs increase in-person mental health services. Academic support will include intervention and extended day tutoring as needed with continued professional development for staff to support accelerating learning. Off time (summer, spring break) will be used for academic academies and credit retrieval. Staff will look to the implementation of diagnostic assessments, reading labs, during and after school tutoring, and monitoring grade-level instruction and assignments.

Comprehensive Support and Improvement

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

Schools Identified

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

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

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

Support for Identified Schools

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

After reviewing CA Dashboard data as well as multiple local measures, Central Unified School District (USD) researched avenues for differentiated assistance/support and met with Fresno County Superintendent of Schools (FCSS) staff to determine options to dive into continuous improvement work. The district then developed a plan for the 2020-21 school year with the collaboration of FCSS Differentiated Assistance staff and experts from WestEd. During the COVID 19 pandemic, the California Department of Education 'froze' CSI school identifications. Central USD will extend the agreed-upon plan at least into the 2021-22 school year. Central USD continued with the formation of a Central Networked Improvement Community (NIC) including CSI schools to study challenges facing CSI schools and the next steps to address those challenges. When selecting approved interventions, the district staff relied on published resources (i.e. What Works Clearinghouse) to identify evidence-based interventions and specifically selected recommendations with strong evidence around improving adolescent literacy, increasing academic achievement, decreasing dropout rates, and increasing graduation rates. Central USD convened the CSI NIC with CSI-identified school leadership teams to determine the potential causes of the poor student performance on dashboard indicators. During the meeting, the district discussed the reviewed criteria and qualifications for each category.

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

begin to study more in-depth. The teams also looked at the parent, student and staff stakeholder input and surveys to incorporate their experience and voice into the analysis. Teams created a 'next steps' preliminary plan to improve outcomes for all students by using improvement science methods, strategies, and processes. The district has scheduled follow-up dates with the teams during the remaining months of 20-21 to reconvene the NIC to discuss goals and monitor progress. District-wide CSI status exists to improve achievement for our students with disabilities. The district-level team has ongoing meetings to address performance improvement as outlined in the district's Performance Indicator Review. Central USD will provide additional assistance and support for CSI schools by supporting the School Plan for Student Achievement (SPSA) development and revision as well as including CSI elements in quarterly 'Round Table' goals/analysis discussions.

As a result of the analysis of the data, CLASS included the following in their CSI school plan: additional academic and social-emotional support for students at risk of dropping out via cohort services, curricular support from the school's Home School Liaison, and having staff develop and utilize formative and summative assessments to inform instructional supports and allow closer academic achievement monitoring. Pershing Continuation High School looked closely at their suspension data and realized that the majority of their violations were due to substance abuse. To remedy this, the school has included a tactic in their CSI plan that will allow them to work to identify health education resources that will support both academic education and give students preventative tools/strategies to avoid using drugs. Pershing also added an action to their CSI school plan that will allow staff to analyze 11th-grade student achievement data to determine how students performed within specific claims and standards on the SBAC. Staff will use this data to identify common areas of need and collaborate to differentiate instruction to meet the students' needs. Pathway Community Day School has data similar to Pershing with students being suspended for substance abuse-related violations, therefore, missing valuable time in class. To remedy this, the school has included a tactic in their CSI plan that will allow them to work to identify health education resources that will support both academic education and give students preventative tools/strategies to avoid using drugs, keeping them in class so they can improve their chances of mastering grade-level standards. Additionally, Pathway's data showed that the chronic absenteeism rate in 2019 was 80% with an increase that year of 10.8%.To address this need, Pathway will add an action to the CSI school plan to work to identify specific causes for chronic absenteeism, develop and implement strategies/programs that will promote, encourage and support student engagement with a result in a decreased percentage of students chronically absent. After a close examination of their data, the Glacier Point Middle School team concluded that they needed to focus on student engagement and improving academic achievement. To meet this need, the Glacier Point CSI school plan added actions that included an intensive ELA intervention program (Language Live!) to be utilized within a MultiTiered System of Support (MTSS) tier 2-3. The school also added a CSI school plan action for an after-school tutorial in both Math and ELA and provided resources and time for teachers to attend professional development targeted toward student engagement and differentiated instruction. To support this professional learning the team added a CSI school plan action that allowed for teacher release time to establish Professional Learning Communities or PLCs so that staff could meet, collaborate and plan for their academically at-risk students.

District Area Administrators for CSI school sites along with Educational Services staff will work during the year with CSI sites to help them monitor and correct actions/strategies in the CSI school plans based on data analysis and the reviewing of root cause analysis elements. Information compiled throughout the year will be shared at all regular School Sites Council (SSC), English Learner Advisory Committee (ELAC), and other parent and staff meetings. In addition, sites will meet quarterly with their own teams (by grade level or department) in

tandem with their site mental health staff and safety teams. All revised and target areas for CSI schools will be tied to existing and future LCAP and Learning Continuity and Attendance (LCP) goals, which are aligned to the board-supported superintendent goals.

With all CSI sites participating in a district-led NIC, Central USD district office staff facilitated data review and root cause analysis for each identified site. During this process, school sites identified existing resource inequities.   One resource inequity noted was the need for academic and social-emotional support for students at risk of dropping out. Other resource inequities identified were student need for more curricular support and home visits from the schools' Home School Liaisons, lack of programs to prevent student drug abuse, and a lack of existing consistent academic tutorial support for struggling students. CSI funding will be allocated to CSI sites, per their plan specifications, to address existing resource inequities and provide means to ensure students close achievement gaps and graduate on schedule.

Additionally, Central USD will use CSI funding to construct, implement, and monitor evidence-based interventions for both Math and ELA at the sites identified. The district will increase the frequency of monitoring for academic success and auditing resources to determine if any resource inequities exist. Central USD Area Administrators will continue to work with CSI-identified sites during bi-weekly meetings to guide site administration as they consistently monitor existing inequities and examine data for evidence of new resource inequities. In 2019-20, one resource inequity noted at alternative education sites was that there was difficulty pulling data from existing data systems to accurately study student subgroups to diagnose trends, gaps, and needs appropriately. To correct this inequity, Central USD has purchased Mosaic Analytic System that draws data from both Illuminate and Aeries to facilitate building intervention groups for school sites. The system also helps sites look at data longitudinally and by different subgroups. This system has proved useful for site data analysis, and the district will continue to fund this system for the 2021-22 academic school year. The district will continue to work with and solicit support from both the FCSS Differentiated Assistance team and participate in a West Ed NIC to ensure collaboration and additional evaluative lenses on the process and implementation.

Monitoring and Evaluating Effectiveness

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

As mentioned above, CSI schools will have regularly scheduled meetings with their Area Administrators that will include progress towards CSI goals and actions as a standing item. In order to monitor and evaluate the implementation of the CSI school plans, these meetings will include analysis of current performance data as well as the implementation of agreed-upon actions as discussed in their SPSA as well as their Round Table Meetings and will include a review of the measures described below. Area Administrators will recommend continued/revised/or increased activities as needed. CSI schools will meet quarterly with Educational Services staff and their Area Administrators to analyze data, plan, and revise actions as necessary. CSI schools will also participate in a NIC facilitated by FCSS and West Ed in order to understand the improvement science process and how it can help teams influence progress positively. Central USD will collect data that is determined sufficient to monitor the implementation and effectiveness of the plan. The district considers local ELA & Mathematics benchmark scores, suspension/expulsion data, attendance, local literacy data, local behavioral and social-emotional service data, Panorama survey data in addition to Fall 2021 CA Dashboard data in these areas.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Meaningful engagement of parents, students, and other stakeholders, including those representing the subgroups identified in Education Code 52052, is critical to the LCAP and budget process. Central USD continues to focus on increasing engagement in the input process. Ongoing consultation with the regional SELPA was embedded in their meetings throughout the school year. District Input sessions were conducted for parents/guardians, classified & certificated staff, parent advisory groups, and administrators. All sessions were held virtually, allowing for stakeholders to comment through the process.

Five Town Hall meetings were held district-wide with dedicated Town Halls in Spanish and Punjabi. All principals solicited input from their staff, and the ideas and feedback were collected at the district level. Unduplicated Student input was gathered virtually, and meetings were held with our collective bargaining associations for both certificated and classified employees. Stakeholders were informed of the input process and calendar by district and school site web postings, flyers-both paper and posted on the district-wide PeachJar (English, Spanish, Punjabi & Hmong), Parent Square, telephone messages (English, Spanish, Punjabi & Hmong) as well as social media (Facebook, Instagram, Twitter). Community Liaisons and the Family Outreach Liaison worked with school sites to contact parents and inform them of the opportunities for attendance.

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

Town Halls:

- February 25 & March 2 (English)
- March 4 (Spanish)
- March 11 (Spanish & Punjabi)

Site Input:

- April staff meeting days (varied by site)

Students:

- April 14

DAC:

- February 22

DELAC:

- April 16

Migrant PAC:

- April 26

CSEA:

- April 15

DO Employees:

- April 15

CUTA:

- April 22

The DAC commented to the Superintendent on May 10, 2021, and the DELAC provided comment to the Superintendent on May 14, 2021. The Superintendent provided feedback on comments on May 19, 2021. The plan was posted for Public Comment from May 20-28, 2021. The LCAP went to the board for information and notice of a Public Hearing on May 25, 2021, with the Public Hearing held on June 8, 2021, and board approval occurring on June 22, 2022.

A summary of the feedback provided by specific stakeholder groups.

Input from each session was collected and collated at the district level. Trends noted in prioritized order were:

Unduplicated Students

o Keep school safe, continue all PPE and safety measures, follow all health recommendations

o Increase support for English Learners

o Provide tutoring and interventions or extra support for struggling students

Town Hall Input

o Increase support for English Learners

o Provide tutoring and interventions for struggling students

o Continue to provide and expand if possible electives at secondary

Parent Group Input (SSC, ELAC, DELAC, DAC, PAC)

o Provide tutoring and interventions for struggling students

o Continue to provide and expand mental health services & SEL for students and families

o Continue to provide and expand if possible parent engagement, classes, and liaisons

Collective Bargaining Groups

o Hire additional staff (including support staff, intervention specialists, & teachers) and/or decrease class size

o Provide tutoring and interventions or extra support for struggling students

o Continue to provide and expand if possible electives at secondary

Staff (sites, district office & classified)

o Provide tutoring and interventions or extra support for struggling students

o Continue to provide and expand if possible parent engagement, classes, and liaisons

o Hire additional staff (including support staff, intervention specialists, & teachers) and/or decrease class size

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholders were very clear about the need to provide tutoring, extended days, interventions, and any other available support for students struggling academically. The 2021-24 LCAP addresses this need in Goal 1 by providing a MultiTiered System of Support (MTSS)-Academic for students. In addition, Goal 1 gives funds to sites to customize additional support at their site, provides Instructional Support Coaches (ISCs) to supply professional learning for teachers, supports libraries, ongoing assessment, Career Technical Education (CTE), and services to support English Learners. Social/emotional support and mental health services were brought up frequently by parents groups. Goal 2 will embrace SEL and mental health support by implementing and refining the MTSS for Social-Emotional Learning (SEL). Goal 2 also addresses a broad course of study, including electives mentioned by both Town Hall input and collective bargaining groups. Finally, Goal 3 will include actions to support parent engagement, parent education, and liaison services.

Goals and Actions

Goal

Goal #	Description
1	Central Unified will ensure all student meet or exceed academic standards and successfully prepare for college, career, and community

An explanation of why the LEA has developed this goal.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. The CA Dashboard measures how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. Data on the 2019 Dashboard indicates both ELA and Math are 'yellow'. While ELA performance increased by 3.3 points, overall, Central USD students were still 13.6 points below standard. Math performance increased by 6.1 points in 2019 however, Central USD students were still scoring 46.5 points below standard. Additionally, with school closure during spring 2020 and distance learning during much of the 20-21 academic school year, the district expects the need to focus on learning recovery for some students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Performance Indicator CA Dashboard Note: Local assessment will be used until CA Dashboard results become available	Data Year 2020-21 Data Source: CA Dashboard iReady Reading - 44% students mid or above grade level or early on grade level				Data Year 2023-24 Data Source: CA Dashboard ELA Indicator 'High' or 'Very High' (Green or Blue)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Performance Indicator CA Dashboard Note: Local assessment will be used until CA Dashboard results become available	Data Year 2020-21 Data Source: iReady Math - 32% students mid or above grade level or early on grade level				Data Year 2023-24 Data Source: CA Dashboard Math Indicator 'High' or 'Very High' (Green or Blue)
College Career Indicator-CA Dashboard Note: Local measures will be used until CA Dashboard results become available (A-G & CTE Completion Rate)	Data Year 2020-21 Data Source: CALPADS 46% of pupils completed a CTE pathway and met UC/CSU A-G requirements				Data Year 2023-24 Data Source: CA Dashboard CCI Indicator 'High' or 'Very High' (Green or Blue)
EAP ELA Note: Local data will be used to determine until CAASP results become available	Data Year 2019-20 Data Source: CAASP 55% of pupils scoring ready or higher				Data Year 2022-23 Data Source: CAASP 64% of pupils scoring ready or higher
EAP Math	Data Year 2019-2020				Data Year 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Local data will be used to determine until CAASP results become available	Data Source: CAASP 26% of pupils scoring ready or higher				Data Source: CAASP 35% of pupils scoring ready or higher
Implementation of standards for all students and enable ELs access to CCCSS and ELD standards.	Data Year 2020-21 Data Source: CA Dashboard Full implementation				Data Year 2023-24 Data Source: CA Dashboard Full Implementation and Sustainability
English Learner Progress Indicator	Data Year 2019-2020 Data Source: CA Dashboard 48.1% of ELs making progress toward English language proficiency				Data Year 2023-24 Data Source: CA Dashboard 56.1% of ELs making progress toward English language proficiency 2024 ELPI of 'High' or 'Very High' (Green or Blue)
EL Reclassification Rate	Data Year 2020-21 Data Source: DataQuest				Data Year 2023-24 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4.4% reclassification rate				Maintain rate and/or meet or exceed current state reclassification rate average of 8.6%
A-G & CTE Completion Rate	Data Year 2020-21 Data Source: CALPADS 46% of pupils completed a CTE pathway and met UC/CSU A-G requirements				Data Year 2023-24 Data Source: CALPADS 56% of pupils completed a CTE pathway and met UC/CSU A-G requirements
A-G Completion Rate	Data Year 2020-21 Data Source: DataQuest 37.5%				Data Year 2023-24 Data Source: DataQuest 46.5%
CTE Completion Rate	Data Year 2020-21 Data Source: CALPADS EOY1 56%				Data Year 2023-24 Data Source: CALPADS EOY1 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Pupils Scoring 3 or higher on the yearly examination	Data Year 2019-2020 Data Source: CollegeBoard 64.1%.				Data Year 2022-23 Data Source: CollegeBoard 78.1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access To Core	Central USD will provide access to core curriculum materials in all content areas (Math, ELA, ELD, Science, Social Science, the Arts & PE.) The district will use Central's Standards Maps to monitor the implementation and alignment of curriculum to state standards to ensure student learning. In addition, the district will review state frameworks and content standards to select state-adopted materials according to adoption cycles and create an implementation plan.	$2,411,758.83	No
2	Literacy Rich Schools	Central USD's CAASP ELA performance indicators show improvement in language arts and mathematics is needed concerning English Learners (ELs), and Foster Youth (FY) subgroups. Given the fact that the district is a rich mix of rural and urban settings, with little or no public transportation provided, access to library services can be extremely limited for families of ELs and FY. To support equity of access to library services and literacy-rich environments for unduplicated students, Central USD will systematically create a more robust and accessible library system for the unduplicated students to close achievement gaps noted in ELA. Additionally, in elementary schools, the district will support and train staff to utilize small group instruction that emphasizes academic	$2,117,065.43	Yes

Action #	Title	Description	Total Funds	Contributing
		literacy in both ELA and math, guided reading, in tandem with the frequent use of data to ensure that students are mastering grade-level standards in all subjects. Central USD will support teacher-librarians at secondary schools to develop research skills utilizing e-books and digital resources in English and other languages. To further expand access to library services, the district will continue to foster partnerships with the county library to bring literacy to our community for the benefit of all K-12 students. With improved access to library services and literacy-rich classrooms and the support of qualified library professionals, Central USD expects higher levels of unduplicated student literacy will create an increased performance of students on the ELA CAASP. As a continued action from the 2019-20 LCAP, the district noted an increase of 9.6 points for ELs and 1.7 points for FY on the ELA CAASP.		
3	Multi-Tiered System of Support-Academic Tier 1	Central USD will utilize effective elements of instruction (The Central Way) to ensure academic achievement for students struggling academically, students with disabilities, and students that are gifted (GATE). The district will provide Tier 1 services (identifying what each student needs in the classroom and designing services and instruction to match the needs of students) to all pupils by providing supplemental ELA and Math materials with specialized instruction to increase literacy and numeracy in ELA and Math. Central USD will provide staff (including certificated, classified, Special Education, GATE, & Migrant) to meet the needs of all Tier 1 students. This action is continued from the 2019-20 LCAP and has shown to be effective based on the CA Dashboard for 2019 indicating ELA performance increased by 3.3 points and Math performance increased by 6.1 points.	$25,501,337.32	No

Action #	Title	Description	Total Funds	Contributing
4	Multi-Tiered System of Support-Academic Tier 2-3	Central USD's CAASP ELA and Math performance indicators show overall performance gaps with respect to ELs, Socioeconomically Disadvantaged (SED), SWD, FY subgroups when compared to the performance of White, Asian, and Filipino subgroups. To close this academic achievement gap, Central USD will continue to provide intervention services. The district will provide supplemental staff, instruction, and materials to support the services. Services will include math and ELA intervention, before/after school tutoring, paraprofessional support, support for SWD, Saturday School, and Summer School to address the academic needs of unduplicated students. As a result of the above subgroups not making adequate progress in ELA (each subgroup scores 'maintained' in ELA performance on the 2019 CAASPP scores), this action will include work with an instructional support coach for differentiated instruction for the staff involved regarding diagnostic testing, data analysis, and aspects of effective intervention and academic support. The district will continue to support iSchools to provide equity for high poverty, high unduplicated count elementary school sites. iSchool sites will receive supplemental funding, intervention resources, and additional professional development for school leaders as well. This funding will be in addition to their Local Control Funding Formula (LCFF) normal site allocation as detailed in Action 7. This funding will be monitored by State & Federal Programs staff and is intended to serve the needs of unduplicated students that have incomplete or unfinished learning. This action is continued from the 2019-20 LCAP and has shown to be effective based on the CA Dashboard for 2019 indicating Math performance increased by 3.2 points for ELs, 9.1 points for SWD, 9.2 points for SED, and 'maintained' for FY. ELA performance for all subgroups 'maintained', but with added professional learning focused on ELA intervention it is expected to accelerate growth for ELA CAASP scores as well.	$12,350,307.09	Yes

Action #	Title	Description	Total Funds	Contributing
5	Assessment & Professional Learning Communities (PLCs)	Central USD will administer common formative and summative assessments for core areas. The district will use its data analytics system to facilitate data processing, compilation, and distribution to sites and further support real-time adjustments to instruction as well as provide time for PLCs to use this data to monitor progress and adjust instruction as needed.	$283,938.64	No
6	Professional Development & Instructional Support Coaches (ISC)	Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement has occurred, but support is still needed to provide professional learning to the classroom teachers and improve student learning outcomes. To address the need for improved academic achievement, Central USD will provide professional development for Pre- K through 12th-grade teachers and support staff to build their teaching, learning, and assessment capacity. The district will support the instructional coaching model with eight Instructional Support Coaches (ISCs) to ensure new learning from professional development is successfully implemented to accelerate student learning. With at-the-elbow coaching, classroom teaching for high-needs students (including unduplicated and SWD) will feature the effective elements of instruction (The Central Way) to bridge equity gaps and access the core, thereby improving student mastery of grade-level standards.	$500,012.26	No
7	Allocations to School Sites	Central USD's School Dashboard ELA and Mathematics Performance Indicators show SWD, English Learners and Foster Youth students are experiencing academic achievement gaps in math and ELA when compared to other student groups. Additionally, only 3.5 % of SWD are considered prepared for college and career, based n the College Career Indicator on the 2019 CA Dashboard.	$696,480.02	Yes

Action #	Title	Description	Total Funds	Contributing
		With the knowledge that each school site in Central USD has unique needs tailored to their unduplicated students, sites will be allocated funding based on the number of unduplicated students enrolled at their site. All site expenditures from the allocation are discussed with stakeholders and consensus is reached by the school site council/leadership teams. Expenditures are tied to actions/strategies to close learning gaps noted for unduplicated students and are articulated in the school site plan. Expenditures will focus on supplementary instructional materials for literacy and numeracy, English learners, and interventions as well as technology hardware and software to support student access to supplementary materials and improved services. Secondary site expenditures will also include actions and strategies to support credit retrieval, additional academic counseling, expanded career counseling, or college readiness. Site Area Administrators will collaborate with the Educational Services Assistant Superintendent and the Director of State & Federal Programs to monitor all actions and expenditures to ensure that staff is addressing the learning gaps of the unduplicated pupils at their site. This action is continued from the 2019-20 LCAP and has shown to be effective based on the CA Dashboard for 2019 indicating Math performance increased by 3.2 points for ELs, 9.1 points for SWD, 9.2 points for SED, and 'maintained' for FY. CAASP scores as well. The 2019 CA Dashboard CCI indicates the growth of 2% of students that are ready for college and career.		
8	College & Career Pathways	Central USD students will provide access to career technical education (CTE) and dual enrollment pathways. The district will expand pathways based on student needs, industry advice, and labor workforce rates with an emphasis on recruiting and supporting student enrollment for underrepresented student groups. By improving access for students to CTE and dual enrollment, Central USD expects to improve their motivation and interest in school and increase the	$1,616,795.00	No

Action #	Title	Description	Total Funds	Contributing
		percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.		
9	English Language Proficiency for all English Learners	According to the 2019 CA Dashboard, the graduation rate for ELs declined by 3.7% (69.4%) this rate lags behind all other students who are graduating at a rate of 87.4%. ELs average 81.3 points below standard in ELA as measured by CAASP compared to only 10.2 points below standard in ELA for English Only (EO) students. ELs were 99.1 points below standard in mathematics compared to 44.2 points below standard for EO students. To close the above-noted achievement gaps, Central USD will provide teacher training to develop deep knowledge of the ELA/ELD Framework. To ensure rapid language acquisition and accelerated academic achievement for new students the Supervisor for EL Services will monitor the intake and classroom placement systems for EL students and provide parents of newcomers an orientation workshop with their students to ease their transition to school. Additionally, the district will support a newcomer secondary ELA teacher specifically trained and supported as an ELA teacher for 9-12 newcomer students. Along with professional development, the district will provide in-class instructional coaching support (ISC EL) and supplemental resources that increase teacher capacity for implementation of the ELA/ELD Framework. This action is continued from the 2019-20 LCAP and has shown to be effective based on the CA Dashboard for 2019 noting that 48.1% of ELs are making progress towards English language proficiency. EL students also showed a gain in mathematics by increasing 3.2 points below standard, as well as increasing by 6.8% in the "Prepared" level on the College/Career Indicator.	$4,859,666.91	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Central Unified School District will connect every student to school by providing access to educational opportunities and creating an engaging environment conducive to learning.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Data Year 2019-20 Data Source: CA Dashboard 12.5%				Data Year 2022-23 Data Source: CA Dashboard 11.5%
Graduation Rate	Data Year 2019-20 Data Source: CA Dashboard 87.4%				Data Year 2022-23 Data Source: CA Dashboard 93%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	Data Year: 2019-20 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule				Data Year: 2022-23 Data Source: CA Dashboard 100% access to a broad course of study per teacher schedules and master schedule
Appropriately Assigned & Fully Credentialed Teachers	Data Year 2020-21 Data Source: SARC Less than 1% Misassignments 0% Vacancies				Data Year 2022-23 Data Source: SARC Less than 1% Misassignments Less than 1% Vacancies
Access to Standards Aligned Instructional Materials	Data Year 2020-21 Data Source: SARC 100%				Data Year 2022-23 Data Source: SARC 100%
Attendance Rate	Data Year 2020-21 Data Source: Monthly Attendance Report 95.9%				Data Year 2022-23 Data Source: Monthly Attendance Report 97%
High School Drop Out Rate	Data Year 2020-21				Data Year 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: DataQuest 5.7%				Data Source: DataQuest 1.7%
Middle School Drop Out Rate	Data Year 2020-21 Data Source: CALPADS Fall 0.9				Data Year 2022-23 Data Source: CALPADS Fall 0%
Broad Course of Study-Other Outcomes	Data Year 20-21 Data Source: CALPADs & Aeries In grades 7-12, the % of : Students enrolled in advanced academic courses- All 3.4 % EL 0.5 % SWD 0.3 % SED 2.6 %				Data Year 2023-24 Data Source: CALPADs & Aeries In grades 7-12, the % of : Students enrolled in advanced academic courses- All 6.4 % EL 3.5 % SWD 3.3 % SED 5.6 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students enrolled in electives- All 43.6 % EL 30.7 % SWD 43.6 % SED 41.7 %				Students enrolled in electives- All 46.6 % EL 33.7 % SWD 46.6 % SED 44.7 %

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic & Career Counseling	CA Dashboard notes graduation rates for SWD are at the red indicator (CUSD overall is green) Based on fall 2019 CA Dashboard data, only 58.6% of SWD, & 69.4% of EL students are graduating compared to 87.4% students overall. Looking at the CCI, only 3.5% of SWD, 11.1% of EL students, & 27.1% of SED students are college and career ready compared to 31.4% of all other students. Based on this data, the district is determined to increase/improve services for unduplicated & SWD students to help increase graduation rates and enhance the motivation for students to become college and career-ready. In order to accomplish this, the district will enhance academic and career counseling support for students and parents regarding the college admission requirements, career pathways, and community service opportunities by adding two FTE's to expand academic and career counseling support at Central High School East and Justin Garza High School. The district will also expand services through the Parent Engagement Center (PEC) at Granville Teague Community Resource Center, by featuring academic and college readiness resources for parents and students. The PEC will include help from	$838,382.96	Yes

Action #	Title	Description	Total Funds	Contributing
		the secondary Family Outreach Liaison providing primary language support and additional parent contacts to ensure that parents of ELs are included in all workshop and training opportunities. With the additional counseling staff and services provided and the Parent Engagement Center, the district expects that these services will result in increased performance of our unduplicated students on the ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated and SWD student groups. As a continued action from the 2019-20 LCAP, the district noted an increase of 3.2 points for ELs and 9.2 points for SED on the Math CAASP, in addition to improvement of graduation rate for SED. ELs also improved by 6.8% on the CA Dashboard CCI.		
2	Access to Technology	Interviews, surveys, and distance learning attendance records have indicated that unduplicated students have struggled to access technology that is essential for learning. Central USD unduplicated students will be provided access and training with digital academic resources and technology to accelerate learning through a school-to-home program in combination with in-classroom access, improve equity for unduplicated students, and extend educational opportunities beyond the school day. The district will continue to support the purchase of Chromebooks, hot spots, and other devices to ensure one-to-one access to TK-12. In addition, Central USD will provide staff (certificated instructional support coach or ISC, Director of Instructional Technology, and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement.	$3,210,903.49	Yes

Action #	Title	Description	Total Funds	Contributing
		As a result of providing this technology and staff support, Central USD expects that the unduplicated students will experience increases in academic performance and become better prepared for college, career, and community. As a continued action from the 2019-20 LCAP, the district noted an increase of 3.2 points for ELs and 9.2 points for SED on the Math CAASP and an improvement of the graduation rate for SED.ELs also improved by 6.8% on the CA Dashboard CCI.		
3	Broad Course of Study with Appropriately Credentialed Teachers	Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce class size, and add positions to address growth, and provide increased course offerings at secondary based on need (e.g. EL, Foreign Language, and SpEd.) The district will seek to partner with outside institutions and colleges to support master's programs in Reading, STEM, and Administration to enhance the skills of our appropriately credentialed staff and ensure the first best teaching for our students. With additional staff maintaining class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning. Central USD will offer a broad course of study and provide a variety of programs offered at the elementary and secondary levels. The Seal of Biliteracy will continue to be awarded. The district will begin to structure local requirements for a student to pursue the State Seal of Civic Engagement (SSCE) using the criteria set forward by the CDE as a foundation. Central USD will develop criteria considering its own local context to ensure maximum accessibility for all students, at all grade levels, including those in alternative school settings.	$94,971,448.43	No

Action #	Title	Description	Total Funds	Contributing
4	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	Central USD will continue to support the social-emotional wellness for students to ensure that there is a framework for students that addresses their social/emotional learning. As a result of providing this support, Central USD expects that students will experience increases in attendance rates, having a positive impact on chronic absenteeism, and improving student engagement.	$2,958,699.70	No
5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	CA Dashboard notes graduation rates for SWD are at the red indicator (CUSD overall is green) Based on fall 2019 CA Dashboard data, only 58.6% of SWD, & 69.4% of EL students are graduating compared to 87.4% students overall. Looking at the CCI, only 3.5% of SWD, 11.1% of EL students, & 27.1% of SED students are college and career ready compared to 31.4% of all other students. Based on this data, the district has decided to improve services for unduplicated & SWD students to help increase graduation rates and enhance the motivation for students to become college and career-ready. Interviews and surveys with unduplicated students and their parents indicate an ongoing need for additional social-emotional learning and support to help them re-engage with school. To address the need for supplemental and intensive SEL services, Central USD will provide additional services to the unduplicated pupils & SWD by refining social/emotional learning programs including the social/emotional counseling of students and the services of the district Support Academic Family Engagement Team (SAFE Team) to assess and provide services to high need students and families. In addition, secondary counselors will work with intervention staff, school psychologists, and classified/certificated staff to meet the needs of students, provide positive and safe learning environments. Staff will utilize various SEL materials such as Second Step K-6, Suite 360 7-12, Zones of Regulation for all staff, and group and individual counseling along with consultative collaboration support for parents and teachers. These programs recognize the intersectional nature of supporting racial equity, neurodiversity, gender diversity, cultural	$3,901,098.97	Yes

Action #	Title	Description	Total Funds	Contributing
		diversity in school, clinical, and community-based settings. Most importantly, SEL serves as a critical lever for advancing equity and inclusion for all learners and moving away from punitive behavioral models that perpetuate disparities in opportunity for marginalized populations. Tier 2-3 of the SEL MTSS system will be integrated into Behavior Academic Intervention Teams (BAIT) in the PBIS system further establishing an enhanced MTSS system. PBIS coordinators, teachers, counselors & school psychologists will have access to the "Playbook" SEL online resource offered through the local survey (Panorama Survey System) to supplement SEL interventions. School Psychologist and Intervention Counselors will be trained on utilizing Panorama Survey Systems and interpreting their data for screening at-risk students and using data as a progress-monitoring tool to support monitoring of Tier 2-3 SEL interventions. As a result of providing this high level of support in a tiered, student-focused way, the district expects that these services will result in increased performance of our unduplicated students SWD, and SED on the ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated and SWD student groups. As a continued action from the 2019-20 LCAP, the district noted an increase of 3.2 points for ELs and 9.2 points for SED on the Math CAASP and an improvement of the graduation rate for SED. ELs also improved by 6.8% on the CA Dashboard CCI.		
6	Co-Curricular Activities	Central USD will promote and increase participation in school activities that create students' positive connections to their school. The district will provide and maintain existing levels of a high-quality VAPA program, GATE, and a variety of academic opportunities, experiences, and competitions.	$6,686,879.50	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Central Unified School District will operate effective, efficient, and safe schools that promote a positive climate and welcoming culture.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core Instructional Materials	Data Year 2020-21 Data Source: SARC 100% core instructional materials as measured by SARC				Data Year 2023-24 Data Source: SARC 100% of students will have access to core instructional materials as measured by SARC
Parent and Family Engagement	Data Year 2020-21 Data Source: CA Dashboard Full Implementation				Data Year 2023-24 Data Source: Full Implementation and Sustainability
Local Survey-Positive Climate	Data Year 2021-22 Data Source: Local Survey Students- 78% favorable responses Staff - 68% favorable responses Teachers-65% favorable responses Family Members-62% favorable responses				Data Year 2023-24 Data Source: Local Survey Students- 85% favorable responses Staff-75% favorable responses Teachers-70% favorable responses Family Members-70% favorable responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Climate Survey-School Safety	Data Year 2021-22 Data Source: Local Survey Students- 75% favorable responses Family Members-76% favorable responses				Data Year 2023-24 Data Source: Local Survey Students- 85% favorable responses Family Members-86% favorable responses
Suspension Rate	Data Year 2019-20 Data Source: CA Dashboard Suspension rate of 6.4% of all students (Orange) Suspension rate (average) FY & Homeless of 23.9% (Red)				Data Year 2022-23 Data Source: CA Dashboard Suspension rate of 4% of all students Suspension rate (average) FY & Homeless of 14.9%
Expulsion Rate	Data Year: 2019-20 Data Source: DataQuest				Data Year 2022-23 Data Source: DataQuest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.26%				Maintain @ 0.26% or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	Central US will provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.	$18,943,642.75	No
2	Multi-Tiered System of Support-Behavior Tier 1	Central USD will continue to provide behavioral support which includes enhancement of the PBIS framework as well as the monitoring and implementation of practices such as classroom circles/meetings, respect agreements, Restorative Justice and Youth Court (high school level) using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff will provide behavioral counseling support to provide positive and safe learning environments. A workgroup of PBIS coordinators, teachers, school psychologists & counselors, and administrators will begin to utilize local survey data from the Panorama Survey System for Tier 1 strategies to support the integration of Culture & Climate data through PBIS teams.	$4,439,469.11	No
3	Multi-Tiered System of Support-Behavior Tier 2-3	While promoting a positive and welcoming culture, it is noted that based on the 2019 CA Dashboard, suspension rates increased overall by 0.5%, with a trend of FY suspension rate increasing by 8.9% and homeless students suspension rate increasing by 15.7%. SWD has 10.8% of students suspended at least once, and 7.1% of SED	$3,547,902.36	Yes

Action #	Title	Description	Total Funds	Contributing
		students experienced at least once (compared to a 6.4% rate for all students.)		
		In an effort to keep the student groups above in school and give them tools to manage their behavior, Central USD will implement supplemental and intensive services designed to support unduplicated pupils & SWD and to promote a positive school climate and welcoming culture. Students that feel safe and welcome at school, will attend school regularly and establish relationships with staff at school. If students are in school consistently, they will have access to tiered support and interventions to give them tools to monitor their behavior (e.g 'thinkerys' responsibility center and opportunity programs). Additional services to unduplicated students will be provided by support personnel such as All 4 Youth clinicians, CYS professionals, and CenCal Mentors, focused primarily on SWD, Foster, and Homeless students (and other unduplicated students as needed) to increase student/adult one to one connections at school. The district has also funded outside contracts for campus supervision and support. The district will support enhancing school site Behavior Academic Intervention Teams (BAIT- Tiers 2 & 3) in utilizing screening data from Panorama Survey Systems, or the Student Risk Screening Scale (SRSS) to identify and monitor students at risk for behavioral and social-emotional needs. Feedback from BAIT teams will be used to support the next steps to create targeted intervention strategies and tracking student progress with an integrated approach of PBIS & SEL.		
		With this high level of diagnostic tiered support, and increasing time spent at school with staff trained to meet their needs, the district expects that these services will result in improved academic performance of our unduplicated students and SWD on the ELA and Math CAASPP over the course of the next three years as well as improve the graduation rates and college career readiness for unduplicated and SWD student groups. As a continued action from the 2019-20 LCAP, the district noted an increase of 3.2 points for ELs and 9.2 points for SED on the Math CAASP, in addition to		

Action #	Title	Description	Total Funds	Contributing
		improvement of graduation rate for SED. ELs also improved by 6.8% on the CA Dashboard CCI.		
4	Family Engagement	Based on the data provided by the CA School Dashboard student performance in ELA/Math on CAASPP show that while making gains, all students are not yet achieving at a green or higher level. The Family Engagement Framework published by CDE notes that "Those of us in the education community know that family engagement is one of the single most important factors in helping students succeed in school." To increase parent engagement and promote student learning, Central USD will provide personnel and training based on parent interest and support school sites as they engage families on their campuses.	$326,866.36	No
5	Community Liaisons - Bilingual, Family Outreach Liaison	Central USD's CAASP ELA and Math performance indicators show overall performance gaps with respect to ELs, Socioeconomically Disadvantaged (SED), SWD, FY subgroups when compared to the performance of White, Asian, and Filipino subgroups. In an effort to engage parents of struggling students, Central USD will continue to provide parent outreach services through highly trained support staff including 4 Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. With the opening of a new high school in 2021 and the separation of Central High School into two separate campuses (Central High East and Central High School) the district will add an additional FTE for another Family Outreach Liaison at secondary. These liaisons will focus on SWD, unduplicated students, and their families to provide support and	$245,161.19	Yes

Action #	Title	Description	Total Funds	Contributing
		access to resources to help them engage at school and close achievement gaps. Due to the marked increase in Punjabi speakers in our district, Central USD will work with an outside contractor to expedite the translation of necessary district documents in Punjabi as well as contract with Language Line to provide on-site telephonic or virtual interpretation in 240 languages. These services are expected to be effective because we know studies show there is a positive correlation between parental engagement at school and improved student performance. This action is continued from the 2019-20 LCAP and has shown to be effective based on the CA Dashboard for 2019 indicating Math performance increased by 3.2 points for ELs, 9.1 points for SWD, 9.2 points for SED, and 'maintained' for FY.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.28%	30,424,893

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the state, Central Unified School District has calculated that it will receive $30,424,893 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal 1
1.2 Literacy Rich Schools
1.4 MTSS-Academic Tier 2-3
1.7 Allocations to School Sites
1.9 English Language Proficiency for all English Learners

Goal 2
2.1 Academic & Career Counseling
2.2 Access to Technology
2.5 MTSS-SEL Tier 2-3

Goal 3
3.3 MTSS-Behavior Tier 2-3
3.5 Community Liaisons-Bilingual, Family Outreach Liaisons

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Central Unified School District be effective in meeting the district's LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, Central Unified School District has calculated that it will receive $30,424,893 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 22.28%. Our district has demonstrated that it has met the 22.28% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$151,213,741.01	$22,420,757.50	$1,633,269.29	$15,140,048.52	$190,407,816.32

Totals:	Total Personnel	Total Non-personnel
Totals:	$157,495,181.09	$32,912,635.23

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Access To Core	$1,631,764.15	$771,493.51		$8,501.17	$2,411,758.83
1	2	English Learners Foster Youth Low Income	Literacy Rich Schools	$2,116,065.43			$1,000.00	$2,117,065.43
1	3	All	Multi-Tiered System of Support-Academic Tier 1	$477,942.86	$13,313,724.58		$11,709,669.88	$25,501,337.32
1	4	English Learners Foster Youth Low Income	Multi-Tiered System of Support-Academic Tier 2-3	$9,754,108.03	$1,125,000.00	$266,646.92	$1,204,552.14	$12,350,307.09
1	5	All	Assessment & Professional Learning Communities (PLCs)	$850.00			$283,088.64	$283,938.64
1	6	All	Professional Development & Instructional Support Coaches (ISC)				$500,012.26	$500,012.26
1	7	English Learners Foster Youth Low Income	Allocations to School Sites	$696,480.02				$696,480.02
1	8	All	College & Career Pathways		$515,791.00	$944,725.00	$156,279.00	$1,616,795.00
1	9	English Learners	English Language Proficiency for all English Learners	$4,545,320.49			$314,346.42	$4,859,666.91
2	1	English Learners Foster Youth Low Income	Academic & Career Counseling	$838,382.96				$838,382.96
2	2	English Learners Foster Youth Low Income	Access to Technology	$2,753,442.43	$9,231.57		$448,229.49	$3,210,903.49

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Broad Course of Study with Appropriately Credentialed Teachers	$94,558,676.06		$392,772.37	$20,000.00	$94,971,448.43
2	4	All	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 1	$2,389,324.61	$491,980.78		$77,394.31	$2,958,699.70
2	5	English Learners Foster Youth Low Income	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	$3,858,204.65	$42,894.32			$3,901,098.97
2	6	All	Co-Curricular Activities	$6,604,939.50			$81,940.00	$6,686,879.50
3	1	All	Facilities	$13,240,058.97	$5,678,583.78	$25,000.00		$18,943,642.75
3	2	All	Multi-Tiered System of Support-Behavior Tier 1	$4,151,563.33	$178,780.78		$109,125.00	$4,439,469.11
3	3	Foster Youth Low Income	Multi-Tiered System of Support-Behavior Tier 2-3	$3,254,625.18	$293,277.18			$3,547,902.36
3	4	All	Family Engagement	$100,685.97		$4,125.00	$222,055.39	$326,866.36
3	5	English Learners Foster Youth Low Income	Community Liaisons -Bilingual, Family Outreach Liaison	$241,306.37			$3,854.82	$245,161.19

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$28,057,935.56	$31,766,968.42
LEA-wide Total:	$27,219,552.60	$30,928,585.46
Limited Total:	$0.00	$0.00
Schoolwide Total:	$838,382.96	$838,382.96

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Literacy Rich Schools	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,116,065.43	$2,117,065.43
1	4	Multi-Tiered System of Support-Academic Tier 2-3	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,754,108.03	$12,350,307.09
1	6	Professional Development & Instructional Support Coaches (ISC)			All Schools		$500,012.26
1	7	Allocations to School Sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	$696,480.02	$696,480.02
1	9	English Language Proficiency for all English Learners	LEA-wide	English Learners	All Schools	$4,545,320.49	$4,859,666.91
2	1	Academic & Career Counseling	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Central High School East & Justin Garza High School	$838,382.96	$838,382.96
2	2	Access to Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,753,442.43	$3,210,903.49

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Multi -Tiered System of Support (MTSS) Social-Emotional Learning (SEL) Tier 2-3	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,858,204.65	$3,901,098.97
3	3	Multi-Tiered System of Support-Behavior Tier 2-3	LEA-wide	Foster Youth Low Income	All Schools	$3,254,625.18	$3,547,902.36
3	5	Community Liaisons - Bilingual, Family Outreach Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,306.37	$245,161.19

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

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

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

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

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

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

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

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