



## LCAP Comments to the Superintendent

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Central Unified School District values the perspectives and feedback of parents, students, staff, and community members throughout the Local Control and Accountability Plan (LCAP) development process. Through surveys, community forums, advisory committee meetings, and school-based engagement activities, educational partners provide important insights that help the district identify strengths, address areas of need, and establish priorities for continuous improvement.

Across engagement opportunities, several consistent themes emerged. Educational partners expressed strong support for rigorous academic programs, equitable access to opportunities, safe and supportive learning environments, and strong partnerships between schools and families. Feedback also emphasized the importance of consistent implementation of programs across school sites, expanded academic and behavioral supports, effective communication, and meaningful family engagement.

Results from LCAP forums and the community survey highlighted appreciation for many existing district programs and services. Families specifically recognized the value of English Learner supports, intervention programs, college and career pathways, tutoring services, counseling programs, Family Outreach Liaisons, ParentSquare communication tools, and campus safety efforts. Educational partners also identified several priorities for continued investment, including support for English Learners, college and career readiness, student mental health services, and family engagement opportunities.

While stakeholders acknowledged the district's ongoing efforts, they also identified opportunities for growth. Common themes included:

- Expanding equitable access to programs, services, and opportunities across all schools.
- Strengthening support for English Learners, students with disabilities, and other student groups requiring additional assistance.
- Improving the clarity, timeliness, and accessibility of communication with families.
- Increasing academic interventions, tutoring opportunities, workforce readiness experiences, and enrichment programs.
- Enhancing supervision, anti-bullying initiatives, and campus safety practices.
- Continuing investments in clean, well-maintained, and welcoming school facilities.
- Expanding opportunities for families to participate in decision-making and provide ongoing feedback.

Overall, the feedback reflects a community that values the district's current programs and services while encouraging continued progress toward equitable opportunities, strong academic outcomes, safe and supportive schools, and meaningful partnerships among families, schools, and the broader community.

The questions that follow reflect topics raised through the district's Parent Advisory Committee (PAC), Migrant Parent Advisory Committee (MPAC), and District English Learner Advisory Committee (DELAC). The responses provide additional information regarding how Central Unified School District is addressing these priorities and how this work aligns with the goals and actions outlined in the LCAP.

## **How is the district ensuring that Professional Learning Communities (PLCs) are being implemented effectively at all schools?**

Central Unified School District views Professional Learning Communities (PLCs) as a key strategy for strengthening instruction and improving student outcomes. To support effective implementation, the district provides common expectations, professional learning opportunities, and structured collaboration focused on student achievement, instructional practices, and data analysis. School administrators and district leaders work collaboratively to ensure PLC efforts align with district priorities, state standards, and identified student needs.

The district is currently refining a set of consistent PLC expectations that will be monitored across all schools while also identifying areas where sites may maintain flexibility to address local needs. These districtwide expectations will be finalized and communicated to school sites prior to the start of the upcoming school year.

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## **How will PLC implementation and effectiveness be monitored at the district level?**

The district will monitor PLC implementation through a combination of site-based and district-level review processes. School and district leaders will examine evidence of PLC practices, including data analysis, instructional planning, intervention development, and progress monitoring.

To support consistency across schools, the district is developing monitoring and observation tools that will provide a more systematic approach to collecting implementation data. These tools will help identify strengths, areas requiring additional support, and effective practices that can be replicated across the district.

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## **What systems are in place to track parent and community participation at workshops, meetings, and family engagement events?**

Central Unified School District monitors family and community engagement through attendance records, sign-in systems, participation data from workshops and meetings, surveys, and feedback collected during engagement activities.

Information from School Site Councils, English Learner Advisory Committees (ELACs), District Advisory Committees, parent workshops, and community meetings is reviewed to identify participation trends and opportunities to strengthen outreach efforts. In addition to measuring attendance, the district values stakeholder input and regularly uses feedback from families and community members to inform decision-making, evaluate programs, and guide LCAP development.

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## **What opportunities are available for vulnerable student groups, particularly students with disabilities, to receive additional academic support and tutoring?**

The district provides a multi-tiered system of academic support designed to address the needs of vulnerable student groups, including students with disabilities, English learners, foster youth, homeless students, and other students requiring additional assistance. Supports may include targeted interventions, extended learning opportunities, tutoring, academic intervention programs, and additional assistance through district-supported programs. Students with disabilities are further provided specialized academic instruction and may receive other related services through their IEPs as determined by their IEP team. Please reach out to your student's case manager or the Special Education Department for further information.

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### **Can students receive more intensive small-group tutoring?**

The district recognizes the need for additional targeted academic support, particularly for English Learners, students with disabilities, foster youth, and students experiencing homelessness. Current services include tutoring, intervention programs, after-school learning opportunities, specialized instructional supports, and MTSS-based interventions.

Because achievement data continue to show performance gaps among several student groups, the district is working to strengthen intervention systems, expand instructional support staffing, and increase access to targeted academic assistance. These efforts are intended to provide more intensive support for students who require additional help to meet grade-level expectations.

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### **Can the district better prepare students for the workforce and teach professional skills?**

Central Unified agrees that college and career readiness includes both academic preparation and workforce readiness. The district currently offers Career Technical Education (CTE) pathways, dual enrollment opportunities, college and career counseling, A-G coursework, FAFSA support, and career planning activities. The district is also hiring an Assistant Director of Career and Technical Education to focus on expanding these opportunities.

As College and Career Indicator outcomes continue to improve, the district will explore opportunities to expand employer partnerships, career exploration experiences, interview preparation, job fairs, and other real-world learning opportunities. These efforts are intended to help students graduate with both academic knowledge and workplace-ready skills.

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### **How are performance gaps being analyzed and addressed at their root causes?**

The district regularly reviews multiple sources of data, including California School Dashboard indicators, local assessments, attendance, graduation rates, English Learner progress, suspension rates, and subgroup performance measures.

Although overall district performance has improved, achievement gaps remain for students with disabilities, foster youth, students experiencing homelessness, long-term English Learners, and other student groups. To address these disparities, the district utilizes MTSS frameworks, targeted interventions, professional learning, counseling services, mentoring programs, data analysis cycles, and site-based support teams.

These efforts focus on identifying barriers to student success and implementing supports that address the specific needs of each student group.

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### **Can summer programs be redesigned to provide more engaging enrichment opportunities?**

The district values stakeholder feedback regarding summer learning experiences and recognizes the importance of balancing academic support with engaging enrichment opportunities.

Through Goal 2, the district has expanded co-curricular programs, visual and performing arts opportunities, academic competitions, enrichment activities, and extended learning experiences designed to strengthen student engagement and connectedness. Future planning efforts will continue to evaluate summer programming to ensure students have access to meaningful experiences that support both academic growth and personal development.

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### **Can support for English Learners be strengthened?**

Supporting English Learners remains a district priority. Current services include designated and integrated English Language Development (ELD), intervention supports, Family Outreach Liaisons, translation and interpretation services, DELAC engagement, bilingual communication, State Seal of Biliteracy opportunities, and targeted academic assistance.

While recent data show improvement in English Learner Progress Indicator results, reclassification rates, A-G completion, and college and career readiness, achievement gaps remain in several academic areas. The district will continue strengthening ELD implementation (especially with regard to student schedules to ensure students receive the appropriate support), intervention systems, professional learning, and family engagement efforts to improve language acquisition and academic achievement.

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### **Can behavioral expectations and discipline practices be more consistent across classrooms?**

Central Unified is continuing to implement districtwide Positive Behavioral Interventions and Supports (PBIS), restorative practices, MTSS behavioral supports, classroom circles, behavioral counseling services, and professional development focused on school climate and student behavior.

These systems establish common expectations while allowing schools flexibility to address site-specific needs. The district will continue reviewing discipline data and implementation practices to improve consistency and reduce disproportionality among student groups.

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### **Can the district move from reactive communication to more proactive family partnerships?**

The district agrees that effective family engagement requires consistent, proactive communication and meaningful opportunities for partnership.

Current efforts include Family Outreach Liaisons at every school site, parent workshops, home visits, advisory committees (PAC, DELAC, SSC, ELAC), Town Hall meetings, interpretation services, ParentSquare communications, community engagement events, and services through the Teague Community Resource Center.

The district will continue expanding outreach efforts, strengthening two-way communication, and creating additional opportunities for families to participate in decision-making processes that support student success.

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### **Can there be more bilingual staff hired?**

Central Unified recognizes the important role bilingual staff play in strengthening communication, increasing access to services, and building relationships with families.

The district currently provides translation and interpretation services, Family Outreach Liaisons, multilingual communications, and other supports for English Learner families. As staffing opportunities become available, the district will continue prioritizing the recruitment and retention of qualified bilingual employees who can support the linguistic and cultural needs of the community.