



DRAFT 5-18-18

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Central Unified School District

Contact Name and Title

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Superintendent

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Central Unified School District (Central USD) was created on December 22, 1981 by special election which approved the unification of seven small districts. Central USD encompasses 88 square miles in a suburban and rural area on the westward side of the city of Fresno, California. Fresno has a population of over 509,924 with agriculture, education and health care 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, as well as numerous farms and ranches. Central USD consists of fourteen elementary schools, three middle schools, one high school, one alternative education high school, two community day schools, and one adult school. Central USD currently serves approximately 15,772 students.

Central USD students come from a rich mix of ethnic and cultural backgrounds. The majority population in the district is Hispanic or Latino. The current socioeconomically disadvantaged student rate is 66%. Students speaking a language other than English make up 31% of our population with the majority of those being Spanish speakers (63%). The next largest language groups are Punjabi (18.5%) and Hmong (9%). The remaining 9.5% is comprised of 28 different language groups. Of those students that speak another language, 38% are currently learning English as a second

language. English learners make up 11.9% of the total enrollment for Central USD. The district rate for reclassifying students to Fluent English Proficient is 19.6% (DataQuest) which is above the county average of 12.7% and the state average of 14.6%.

In Central USD, we believe that every student can learn. 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.

LCAP Highlights

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

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 plan seeks to lay out the goals and actions of the district to demonstrate increased and improved services for unduplicated students clearly visible under each of the goals articulated in the plan. In Goal 1, Central USD will implement not only newly-adopted, standards-aligned, state adopted History/Social Science curriculum, but will also increase teacher training for all new curriculum. In addition the district will modify at-the-elbow embedded coaching support TK-12 by increasing focus on teachers of English Learner students and teachers of students with disabilities. The district will identify schools with intense academic needs and give them additional support as well. These elementary schools will be called "iSchools" and will be selected based on unduplicated student counts, continuing low academic performance, and poverty rates at 80% or above. Goal 2 articulates how Central USD seeks to connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students by addressing the needs of the whole child which include academic, behavioral and social emotional needs. Goal 3 will engage students and families in system-wide programs to support academic, social/emotional, and the physical well being of both. In Central USD, data indicates that English Learner (EL) students have greater needs and those needs are addressed in Goal 4 of the plan (assure one year of growth in language acquisition for every English Learner).

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Central Unified's SAFE Team (Support Academic Family Engagement) is composed of trained and licensed mental health professionals who have experience in providing a variety of mental health and case management services to children and families. These professionals utilize innovative and culturally sensitive approaches to address the most intensive mental health needs. The SAFE team offers interventions including individual, family and group therapy, intensive case services, parent/caregiver education, mental health awareness training, and staff development for educators.

Even though performance indicators for Math and ELA are low on the CA School Dashboard for most of our subgroups, Central USD has demonstrated growth in both ELA and Math, with ELA progress (SBAC) increasing 3.7 points and Math increasing 5.9 points. Our district continues to support a student to technology resource of 1:1 in core classrooms as a means to close the experience and academic gaps for unduplicated students. In addition, the graduation indicator on the CA School Dashboard for Central USD is high (green).

Central USD will build upon and maintain the success noted above by continuing focus on literacy rich environments in all core subjects, appropriate student supports (social/emotional, academic & behavioral), college awareness and counseling, career technical education, and systematic parent engagement to maintain and build upon current academic increases.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Even though state academic performance indicators for the district show most sub groups medium (yellow) for ELA and very low (red) Math, the overall trend is positive with slight increases in both areas. EL Progress for the district falls into the low level (orange) on the CA State Dashboard. Under Goal 1, Central USD has adopted state approved ELA/ELD curriculum and has provided professional development to support implementation. Moving into 2018-19, the district has adopted state approved History/Social Science curriculum 7-12 and will provide professional development to support implementation in this content area as well. In addition, the development of the district's MTSS-academic system will ensure the academic achievement for socioeconomically disadvantaged students, students with disabilities and students that are gifted. MTSS for academic support will include alternative supports (e.g. tutoring, Summer School, Saturday School)

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

Performance Gaps

Students with disabilities, American Indian or Alaskan Native, Black or African American, and Native Hawaiian/Pacific Islander suspension rates on the CA School Dashboard are very low (red) -a gap of two or more levels from the district rating. Central Unified will continue to refine the use of both our SAFE team and Site and District Intervention Counselors to meet the needs of students at risk for suspension to create pro-active solutions and early intervention. The district is committed to developing a Multi-tiered Systems Support (MTSS) for behavior and social/emotional need of students. This system will support at risk or unduplicated students by enhancing the PBIS framework and behavioral counseling in order to positively affect academic engagement and school connectedness thereby decreasing suspension rates.

Graduation rate for Asian students are medium (orange) and Students with Disabilities are very low (red). Both subgroups have a performance gap of 2 levels or more from the district rating of green.

Central USD will utilize a combination of academic counselors,intervention counselors, and career center staff to meet the needs of these students. These personnel will continue to provide education and counseling support for students and parents regarding the A-G requirements and individual student/counselor meetings. In addition, the district will enhance and improve career technical education pathways based on student need as well continue to provide field trips to local colleges and technical school to improve career and college awareness. The district will continue to refine and expand use of the SAFE team and Site/District Intervention Specialists to address performance gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Central USD will increase and improve services for unduplicated students by providing additional staff for class size reduction. In addition the district will use funds for supplemental instructional time (Summer School) and tutoring during and beyond the regular school day. Instructional Support Coaches (ISCs) will work with teachers of unduplicated students to build professional capacity with an increased focus on English Learner students and students with disabilities. Central USD will identify and create iSchools that will be provided additional funding and staffing to meet the needs of low achieving students. The district will continue to provide Community Liaisons-Bilingual, a Family Outreach Liaison (9-12), district translation services, and social/emotional staff including psychologists, counseling & mentoring services, and SAFE team staff members (Marriage Family Therapist, Social Worker) to meet the needs of students/families at risk. The district will move forward with steps to create a Parent Outreach Center to serve needs in a more effective and efficient manner.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$170,645,829.01
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$169,544,056.02

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Central Unified School District receives funding for an apprenticeship program as the pass through agency \$54,600. Governmental Accounting Standards Board 68 improves the accounting and financial reporting of public employees pension plan for local and state governments. It increases the transparency and comparability of these plans for the users of the financial statements, as it relates to pension information. The accounting entry does not affect the "cash" in and out and is a financial reporting treatment only and is budgeted \$3,802,482 and Administrative Indirect Costs of(\$755,596.02).

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$142,698,643

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 17-18 -21.5 point Baseline 2015-16 -30.5 points	Fall 2017 CA Dashboard -26.8 points distance from level 3 (increase of 3.7 points)
Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores distance from level 3 17-18 -44.4 points	Fall 2017 CA Dashboard-48.5 points from distance level 3 (increase of 5.9 points)

Expected

Baseline

2015-16 -54.4 points

Metric/Indicator

AP Pupils Scoring 3 or higher

17-18

49%

Baseline

2015-16

48%

Metric/Indicator

A-G: % pupils with successful course completion

17-18

45.4%

Baseline

2015-16

43.4%

Metric/Indicator

Career Technical Education(CTE) course completion%

17-18

Sustain the percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12

Baseline

2015-16

15.6% increase in course completion.

Metric/Indicator

Number of Students in Dual Enrollment

17-18

37 students

Actual

Pending 17-18 Scores (Actuals)

Pending 17-18 Course Completion (Actual)

Sustain the percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12. 2016-2017 = 21.9%

2017-2018 = 75 students

Expected

Baseline
2016-17
32 students

Metric/Indicator
% of 1st grade students meeting or exceeding expectations for reading as measured by Fountas and Pinnell Benchmark System.

17-18
65%

Baseline
2016-17
62%

Metric/Indicator
EAP: % pupils scoring 'ready' or higher ELA

17-18
52%

Baseline
2015-16
50%

Metric/Indicator
EAP: % pupils scoring 'ready' or higher Math

17-18
15%

Baseline
2015-16
12%

Metric/Indicator
State Standards Implemented as measured State Reflection Tool

Actual

Pending 2017-18 Scores (EOY)

2016-2017: 49.3%

2016-2017: 14.0%

Average score of 2.4 as measured by State Reflection Tool

Expected

Actual

17-18

Average score of 2.4 or higher

Baseline

Average score of 2.2

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access to core curriculum materials in all content areas-Math, ELA, ELD, Science, Social Science, the Arts and PE.	A one day District Professional Development has been provided for our new TK-6 ELA adoption, Wonders, by McGraw Hill, for all teachers with the option of either a summer or beginning of the year training. Three days of Professional Development was provided for all Grade 7-8 teachers using our new Amplify curriculum, two days of Professional Development for all Grade 9-12 teachers using Pearson, My Perspectives and two days for iLit, our new Secondary ELD curriculum. Many sites asked for and received additional support by the Assistant Literacy Director, Early Literacy Supervisor, ELD Supervisor and Instructional Coaches.	Curriculum 4000-4999: Books And Supplies LCFF 3,253,549.93	Curriculum 4000-4999: Books And Supplies LCFF 3,252,380.62
Monitor implementation and alignment of curriculum to state standards to ensure student learning.		Duplication of instructional materials 5000-5999: Services And Other Operating Expenditures LCFF 8,857.00	Duplication of instructional Materials 5000-5999: Services And Other Operating Expenditures LCFF 8,500
Review state framework and content standards (History/Social Science), select state adopted materials according to adoption cycles and create implementation plan.		4000-4999: Books And Supplies Federal Categorical Funding 35,701.08	4000-4999: Books And Supplies Federal Categorical Funding 74,428.29
		4000-4999: Books And Supplies Lottery 524,729.48	4000-4999: Books And Supplies Lottery 1,024,187.57
		5000-5999: Services And Other Operating Expenditures Lottery 270,270.52	5000-5999: Services And Other Operating Expenditures Lottery 12,728.19
		4000-4999: Books And Supplies State Categorical Funding 45,556.71	4000-4999: Books And Supplies State Categorical Funding 68,942.78
	ELA or Math Lesson Study for grades 3-6 has been a focus area at all 14 of our elementary sites.		

Our Instructional Coaches and Educational Services have supported the lesson study in either Math or ELA. Additionally, an ELD Literacy Cohort was created to provide lessons for grades 3-6 for Teague, Roosevelt, and Tilley Elementary. These lesson study groups have worked together to align curriculum, improve practices of best first teaching and ultimately, improve student learning for our EL students.

District Vertical Teams have created a Math and ELA Curriculum Map for Grades TK-2 to align standards and curriculum. Additionally, Vertical Teams in grades 3-6 and 7-12 have analyzed data and assessments to ensure that our tests are measuring essential standards in each grade level and have alignment of intended learning, giving our teachers information and tools that they need to improve teaching and learning.

Secondary Social Studies teachers met to review and analyze the newly adopted Social Studies Framework and create a Rubric to guide a new state Social Studies curriculum.

Teacher representatives in grade 7-12 formed a PCC (Professional Consultation Committee), which utilized/analyzed the rubric/toolbox with our CA State Framework,

Standards, Best Practices, and materials provided by CASSPP. After close analysis and five meeting dates, two programs were piloted and discussed to see which adoption would best meet our needs and support our teachers. These new programs were approved and purchased.

Guest speakers, such as Doug Fisher, have been brought in to provide our teachers and staff with additional training on best practices and better meeting the needs of our student population.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated 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,	All elementary sites provide weekly "Storytime" for children ages 0-5 in libraries to foster early literacy for families. Two Family Resource Nights and 4 Parenting Classes based on survey results for families of children 0-5 have occurred to increase support and early interventions for literacy.	Salaries 1000-1999: Certificated Personnel Salaries LCFF 256,053.90	Salaries 1000-1999: Certificated Personnel Salaries LCFF 264,373.97
		Salaries 2000-2999: Classified Personnel Salaries LCFF 56,013.51	Salaries 2000-2999: Classified Personnel Salaries LCFF 45,078.29
		3000-3999: Employee Benefits LCFF 118,285.47	3000-3999: Employee Benefits LCFF 116,187.08
		4000-4999: Books And Supplies LCFF 161,083.57	4000-4999: Books And Supplies LCFF 163,860.85
		5000-5999: Services And Other Operating Expenditures LCFF 77,463.07	5000-5999: Services And Other Operating Expenditures LCFF 79,732.10
In elementary schools the district will provide literacy rich	Our high school teacher representatives met during the fall to select 8,000 new books for their classroom libraries and school library to better meet the needs of our our diversified population. This purchase was part of our new Pearson 9-11 ELA/ELD adoption.	7000-7439: Other Outgo LCFF 22,816.00	7000-7439: Other Outgo LCFF 22,816.00

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. 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.

Book give-aways were conducted during selected elementary school sites during their Back to School night, to provide an expanded reading environment for our elementary students.

Guided Reading and Small Group protocols were created to better align our elementary teacher instructions. Kindergarten Aides, from four sites, were provided Foundational Skill training to better support our Kindergarten Classrooms.

Instructional Coaches have been provided at all of our school sites and have had extended training in both ELA and ELD literacy best practices on an on-going bases to close literacy and language gaps. Moving into 2018-19 Instructional Coaching will continue with an additional 1 FTE EL Instructional Coach and 1 FTE for a Special Education Instructional Coach.

During our Summer months, we have five libraries that are open to provide extended reading; CHS East, McKinley and River Bluff Elementary and the County Libraries at both Biola and Teague.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Develop 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).	A group with representatives from Educational Services, Support Services, Student Services, and school sites convened to design a MTSS framework. This work is in progress. Specific components of the framework will be piloted at an elementary and secondary school site in the 2018-2019 school year with eventual implementation at all school sites.	Salaries 1000-1999: Certificated Personnel Salaries LCFF 476,159.93	Salaries 1000-1999: Certificated Personnel Salaries LCFF 474,377.83
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 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 students.	Due to this being the first year of implementation for our new ELA adoption, sites have utilized limited supplemental materials beyond what is available with core. District Professional Development has been provided for our new ELA adoption, Wonders by McGraw Hill for all elementary teachers in the summer and in the beginning of the year. Pearson, iLit and Amplify District Professional Development has been provided for all secondary ELA teachers. During this professional development, teachers received information and support on supplemental components within their ELA core. Some students also have access to Lexia Core 5 and Front Row. Leveled Literacy Intervention supplemental kits are being utilized at several elementary school sites.	Salaries 2000-2999: Classified Personnel Salaries LCFF 30,208.83	Salaries 2000-2999: Classified Personnel Salaries LCFF 25,995.60
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.	ELA or Math Lesson Study for grades 3-6 has been completed for all elementary sites to align curriculum and improve practices of Tier I instruction and increase student learning.	3000-3999: Employee Benefits LCFF 144,307.02	3000-3999: Employee Benefits LCFF 137,038.29
		4000-4999: Books And Supplies LCFF 35,390.23	4000-4999: Books And Supplies LCFF 32,312.76
		5000-5999: Services And Other Operating Expenditures LCFF 21,108.23	5000-5999: Services And Other Operating Expenditures LCFF 29,338.24
		7000-7439: Other Outgo LCFF 19,187.84	7000-7439: Other Outgo LCFF 19,187.84
		1000-1999: Certificated Personnel Salaries Federal Categorical Funding 1,170,035.80	1000-1999: Certificated Personnel Salaries Federal Categorical Funding 2,120,855.91
		2000-2999: Classified Personnel Salaries Federal Categorical Funding 3,948,087.08	2000-2999: Classified Personnel Salaries Federal Categorical Funding 3,865,747.08
		3000-3999: Employee Benefits Federal Categorical Funding 1,953,914.14	3000-3999: Employee Benefits Federal Categorical Funding 2,096,517.13
		4000-4999: Books And Supplies Federal Categorical Funding 508,134.67	4000-4999: Books And Supplies Federal Categorical Funding 774,052.50
		5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 905,553.33	5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 1,512,836.88

In mathematics (Tier I) at the secondary level, teachers are implementing Talk Moves to increase student discourse in classrooms. Teachers choose open ended tasks in order to address the varied and unique needs of all students.

Elementary students utilize supplemental mathematics materials that are adaptive, focus on fluency, and include progress monitoring components. Elementary students have access to Investigations and ST Math as supplemental to enhance Tier I instruction.

High School students who demonstrate learning needs that match a more applied approach to mathematics, are provided an option to a project based approach through Enhanced Math Instruction.

Per our district mathematics placement policy, students who demonstrate a need for Tier II intervention are identified and offered parallel instruction through supplemental curriculum and instruction.

Central USD utilizes the Cluster Grouping Model to place students, including GATE students, at the Elementary and Secondary level. GATE Cluster teachers have received an endorsement through

7000-7439: Other Outgo Federal Categorical Funding 592,453.12

1000-1999: Certificated Personnel Salaries State Categorical Funding 7,664,301.83

2000-2999: Classified Personnel Salaries State Categorical Funding 113,214.11

3000-3999: Employee Benefits State Categorical Funding 2,835,605.29

4000-4999: Books And Supplies State Categorical Funding 74,195.00

5000-5999: Services And Other Operating Expenditures State Categorical Funding 803,458.17

7000-7439: Other Outgo State Categorical Funding 1,046,099.96

1000-1999: Certificated Personnel Salaries Other Local Funds 8,075.47

2000-2999: Classified Personnel Salaries Other Local Funds 210,123.51

3000-3999: Employee Benefits Other Local Funds 89,409.59

7000-7439: Other Outgo Federal Categorical Funding 693,430.33

1000-1999: Certificated Personnel Salaries State Categorical Funding 8,070,287.78

2000-2999: Classified Personnel Salaries State Categorical Funding 104,016.30

3000-3999: Employee Benefits State Categorical Funding 2,936,751.51

4000-4999: Books And Supplies State Categorical Funding 75,292.43

5000-5999: Services And Other Operating Expenditures State Categorical Funding 1,325,489.37

7000-7439: Other Outgo State Categorical Funding 1,279,025.27

1000-1999: Certificated Personnel Salaries Other Local Funds 11,552.25

2000-2999: Classified Personnel Salaries Other Local Funds 229,445.99

3000-3999: Employee Benefits Other Local Funds 102,697.36

4000-4999: Books And Supplies Other Local Funds 1,672.00

the District's GATE Certification Program. GATE Cluster teachers have specialized training in order to address the unique needs of gifted students who are English Language Learners, Special Education and Migrant.

Central USD utilizes the Co-Teaching model at the secondary level to ensure Special Education students receive Tier I instruction in the general education setting.

5000-5999: Services And Other Operating Expenditures Other Local Funds 119,193.60

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Our unduplicated students are some of the lowest performing on state assessments. To address that the LEA will 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).	All elementary students in need of Tier 2-3 support have access to academic before/after school tutoring provided by certificated classroom teachers. Materials that are used include Leveled Literacy Intervention kits, leveled readers for guided reading, core components for small group instruction, and various technology based programs.	Summer School, Intervention/Tutoring Teachers 1000-1999: Certificated Personnel Salaries LCFF 5,438,887.27	Summer School, Intervention/Tutoring Teachers 1000-1999: Certificated Personnel Salaries LCFF 5,046,278.66
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. Central USD's unduplicated students will be provided support to graduate high	All secondary schools, including Pershing Continuation High School, offer tutoring opportunities after school for students who need the extra assistance. Most students have access to Saturday School, which is also taught by certificated classroom teachers and utilizes the same materials mentioned for tutoring.	Summer School Aides/Additional support 2000-2999: Classified Personnel Salaries LCFF 1,107,524.61	Summer School Aides/Additional support 2000-2999: Classified Personnel Salaries LCFF 1,077,133.46
		3000-3999: Employee Benefits LCFF 2,448,034.00	3000-3999: Employee Benefits LCFF 2,307,970.43
		Supplemental 4000-4999: Books And Supplies LCFF 268,000.19	Supplemental 4000-4999: Books And Supplies LCFF 261,299.99
		5000-5999: Services And Other Operating Expenditures LCFF 410,509.45	5000-5999: Services And Other Operating Expenditures LCFF 287,310.13
		7000-7439: Other Outgo LCFF 219,922.00	7000-7439: Other Outgo LCFF 237,660.31

school and attend college. 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.

These 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.

Elementary students at some school sites hold college awareness days and/or visit college campuses to expand their knowledge of college awareness and career opportunities. Secondary schools have open houses that contain elements of college and career readiness.

Summer programs have been redesigned to address the academic needs of all students:

- K Camp is for students registered for kindergarten who have not had a preschool experience. There are 6 Teachers, 8 Instructional Aides, 1 clerical assistant and a nurse.
- K-5 Literacy Camp is for students in Grades K-5 who are reading and writing below grade level. Staff is consisted of 25 Teachers, 8 EL Teachers, 18 aides, 25 Teaching Fellows, 1 clerical assistant, 1 administrator and one nurse.
- 6-8 STEM Academy is for students in Grades 6-8 who are performing below grade level in math. Staff is consisted of 6 teachers, 3 EL teachers, 1 Instructional Coach, 1 GIA, 1 clerical assistant.
- Summer School for EL students-EL students are offered extended time to

	<p>receive ELD instruction and support.</p> <ul style="list-style-type: none"> • Fee Based Enrichment consists of 5 teachers. <p>Continuing services include summer Libraries staffed with 4 Library Technicians and one Library Technician substitute. Transportation staff for summer programs consists of 15 bus drivers. Students in Grades 9-12 are offered summer courses for credit retrieval and to ensure they stay on track for graduation. Students are also offered credit retrieval during the regular school year. A fee based enrichment program is provided for students that choose not to attend one of our academic summer offerings. Staff consists of 29 teachers.</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Administer formative and summative assessments for core areas (ELA/ELD, Math, Science, History/Social Science, VAPA & PE).</p> <p>Provide time for PLCs to use this data to monitor progress and adjust instruction as needed.</p>	<p>All elementary students participate in our local formative assessment benchmark system. Students in Grades TK-2 take three ELA and Math benchmarks every school year. Students in Grades 3-6 take two ELA and Math benchmarks every school year. Students in Grades TK-2 also take one to three Fountas & Pinnell assessments each school year dependent on reading readiness. Schools are working towards their</p>	<p>Illuminate 5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 91,734.00</p>	<p>5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 94,278.00</p>

own formative assessment plans by grade level. These plans will include common formative assessments to identify student needs and inform instruction. Students in Grades 3-6 take SBAC as a summative assessment in ELA and Math. Students in Grade 5 also take the CAST; the science summative assessment as well as the PFT (Physical Fitness Test).

All elementary grade level teachers participate in weekly PLC's. Itinerant teachers are assigned to every school site twice a week to teach PE to students and allow the classroom teachers time to meet as a PLC. Principals also provide time bi-monthly on their professional development days to allow teachers to meet in grade level PLC's.

Secondary students take a pre-assessment district Benchmark at the beginning of the year and then another district Benchmark mid-way. The PLC's also give formative assessments with each unit in Amplify and then analyze the data. Math students take a pre-assessment district Benchmark at the beginning of the year and then another district Benchmark mid-way. The PLC's also give common assessments with each unit in Illuminate and Edulastic and analyze the data together. All PLC's at secondary meet on a regular basis to discuss student achievement and plan for

interventions, reteach or next steps for students as needed.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low range in English Language Arts Assessment. In addition our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low range in the CAASP Mathematics Assessment.	In order to build capacity of teachers and support staff, Central USD trained Instructional Support Coaches (ISC's) on the 'Lesson Study' process for ELA and Mathematics. In addition, the district provided site-based professional development, facilitated by ISC's, utilizing the Lesson Study process for ELA and Mathematics, in grades 3-12.	Instructional Support Coaches 1000-1999: Certificated Personnel Salaries LCFF 781,704.78	Instructional Support Coaches 1000-1999: Certificated Personnel Salaries LCFF 741,075.18
		3000-3999: Employee Benefits LCFF 280,800.70	3000-3999: Employee Benefits LCFF 259,255.05
		Instructional Support Coaches 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 758,295.21	Instructional Support Coaches 1000-1999: Certificated Personnel Salaries Federal Categorical Funding 670,612.16
		3000-3999: Employee Benefits Federal Categorical Funding 262,329.95	3000-3999: Employee Benefits Federal Categorical Funding 232,543.95
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 provide instructional coaching to ensure new learning from professional development is successfully implemented to accelerate student learning.	Additional training was provided in English Language Arts for elementary ISC to support literacy specific to grades K-6. Finally, Central USD provided English learner training to all ISC in order to build capacity for all teachers of English Learner students and improve EL student learning outcomes.		

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.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students scored Low on the English Language Arts Assessment and Mathematics. In addition, the CA Dashboard notes graduation rates for English Learners are Low (78.4%). Based on this data, the district is determined to increase/improve services for unduplicated students to help increase graduation rates and enhance the motivation for students to become College and Career ready.	Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is still needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students scored Low on the English Language Arts Assessment and Mathematics. In addition, the CA Dashboard notes graduation rates for English Learners increased by 9.9% to 86.2%). Based on this data, the district will continue to increase/improve services for unduplicated students to help increase graduation rates and enhance the motivation for students to become College and Career ready.	Career Counseling Teacher 1000-1999: Certificated Personnel Salaries LCFF 89,283.05	Career Counseling Teacher 1000-1999: Certificated Personnel Salaries LCFF 63,619.55
Central USD will enhance academic and career counseling support for students and parents regarding the college admission requirements, career pathways, and community service	Central USD enhanced academic and career counseling support for students and parents regarding the college admission requirements, career pathways, and community	3000-3999: Employee Benefits LCFF 30,034.83	3000-3999: Employee Benefits LCFF 25,504.10

opportunities. Add one FTE to expand academic and career counseling support at Central High School West Campus. The district will also explore expansion of services through partnership with Highway City.

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 for unduplicated student groups.

service opportunities. An FTE was added to expand academic and career counseling support at Central High School with two new FTEs being added during the 18-19 school year. There is now a fully functioning career center at both comprehensive high school campuses. The district will continue to explore expansion of services through a partnership with Highway City. Students at Central High East and West Campuses are attached to a "university" in which they have a consistent counselor, GIA, and VP with whom to connect.

It is our expectation that these services will continue to 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 for unduplicated student groups.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central USD's School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students.	Central USD's School Dashboard ELA and Mathematics Performance Indicators shows slight improvement with respect to our English Learners (+3.7% ELA and +6.7% math) and Low Income Students (+3.2% ELA and +1.3%).	Direct Allocation to Sites Based on Unduplicated Count 1000-1999: Certificated Personnel Salaries LCFF 277,970.53	Direct Allocation to Sites Based on Unduplicated Count 1000-1999: Certificated Personnel Salaries LCFF 388,153.79
Each school site in Central USD has unique needs tailored to their		2000-2999: Classified Personnel Salaries LCFF 295,148.50	2000-2999: Classified Personnel Salaries LCFF 348,583.75

unduplicated students. To address the unique needs, sites will be allocated funding based on the number of unduplicated students. All site expenditures allocated must be budgeted and approved by the school site council/leadership teams and on 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 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

Each school site in Central USD has unique needs tailored to their unduplicated students. To address the unique needs, sites have allocated funding based on the number of unduplicated students. All site expenditures allocated were budgeted and approved by the school site council/leadership teams and on the school site plan.

Site expenditures principally focused on low-income pupils, ELs, 'Ever ELs', and Foster Youth, and other subgroups were identified to close achievement gaps. Expenditures were focused on supplementary instructional materials for early literacy, English learners, and interventions as well as technology to enhance learning in the classroom as well as software to support student access to supplementary materials and improved services. These included: additional support personnel, intervention teachers, early literacy reading teachers, additional EL teachers, software to enable English learners and struggling readers to access reading skills, and site level training of personnel focused on student access to reduce the learning gaps.

These site services targeted the unduplicated students and resulted in higher levels of student literacy and an increased performance of students on the ELA and Mathematics CAASP.

3000-3999: Employee Benefits
LCFF 173,381.86

4000-4999: Books And Supplies
LCFF 238,449.95

5000-5999: Services And Other
Operating Expenditures LCFF
442,142.77

6000-6999: Capital Outlay LCFF
8,984.55

3000-3999: Employee Benefits
LCFF 232,690.53

4000-4999: Books And Supplies
LCFF 486,087.00

5000-5999: Services And Other
Operating Expenditures LCFF
228,901.87

6000-6999: Capital Outlay LCFF
0.00

upcoming College and Career Indicator at the secondary levels.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	All students in Central USD have one-to-one access to technology during the school day. TK-2nd-grade students each have Chromebook devices as of January 2018, and Android tablets prior to that. With the phasing out of Android tablets, the contract for a data plan to support the tablets will be eliminated as well. Central USD will explore alternatives to assist families without internet access to replace the data plan on the Android tablets. 3rd-6th-grade students each have a Chromebook device in their classroom. 7th-12th-grade students have a Chromebook device in their core classrooms and foreign language. Central USD is using the Google Education platform to support access to digital tools. Our ELA and Math adoptions also include robust digital academic resources to accelerate learning.	ISC-Technology, Director Instructional Technology 1000-1999: Certificated Personnel Salaries LCFF 199,809.81	1000-1999: Certificated Personnel Salaries LCFF 199,809.81
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. 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.		Technology aides 2000-2999: Classified Personnel Salaries LCFF 211,459.85	2000-2999: Classified Personnel Salaries LCFF 201,421.77
		3000-3999: Employee Benefits LCFF 94,196.30	3000-3999: Employee Benefits LCFF 91,489.15
		4000-4999: Books And Supplies LCFF 877,030.68	4000-4999: Books And Supplies LCFF 318,084.83
		5000-5999: Services And Other Operating Expenditures LCFF 1,030,616.62	5000-5999: Services And Other Operating Expenditures LCFF 1,030,616.62
		7000-7439: Other Outgo Other Local Funds 2,091,727.56	7000-7439: Other Outgo Other Local Funds 2,566,961.32
			6000-6999: Capital Outlay Other Local Funds 1,518,085.48
This action is principally directed toward our unduplicated students and in our our experience has been effective in meeting needs they experience related to	Central USD's School 2 Home program has trained 280 parents in digital citizenship curriculum including Aeries Parent Portal, which gives them access to their student's grades and attendance. The program has also provided		

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.

home internet-connected devices for 420 students. Those devices provide equity to internet resources that they otherwise could not access.

Central USD is leveraging a Director of Instructional Technology, an Instructional Support Coach for technology, and individual Technology Support Aides at every school site. These human resources are providing instructional support directly to classroom teachers.

Central USD is providing both ELA and Math digital academic resources to all students. These are embedded in core materials and supplemental instructional software. Each school site supports ELA and Math supplemental software specific to their student group and target goals. These could include ST Math, Math 180, Lexia Core5, Front Row, Pearson Investigations, and Prodigy Math.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Central USD students have full access to Career Technical Education (CTE) pathways at Central High School East and West Campuses. The district will continue to sustain CTE based on student need, industry advice and	<div>1000-1999: Certificated Personnel Salaries Federal Categorical Funding 8,300.00</div> <div>3000-3999: Employee Benefits Federal Categorical Funding 1,629.46</div>	<div>1000-1999: Certificated Personnel Salaries Federal Categorical Funding 7,700.00</div> <div>3000-3999: Employee Benefits Federal Categorical Funding 1,354.65</div>

<p>on recruiting and supporting student enrollment.</p> <p>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.</p>	<p>labor workforce rates with an emphasis on recruiting and supporting student enrollment.</p>	<p>4000-4999: Books And Supplies Federal Categorical Funding 99,084.50</p>	<p>4000-4999: Books And Supplies Federal Categorical Funding 84,297.71</p>
	<p>Enrollment continues to be steady and, with the re-alignment of career pathways as recommended by the CDE, students have a more focused approach to the career pathways offered. As a result of improving access for students to CTE, Central USD expects to improve their connectedness to school and will thereby increase graduation rates and preparedness for college or technical school enrollment.</p>	<p>5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 30,285.09</p>	<p>5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 38,694.31</p>
	<p>Central High School currently has 4 CTE classes in which students may receive dual enrollment credit through Fresno City College. Central USD is working to add more dual enrollment possibilities for students through Fresno City College and is also pursuing an MOU with Reedley Community College.</p> <p>In addition, moving forward, the Expected Annual Measurable Outcome will now align with the CA School Dashboard indicator which states, "Pathway completion with a grade of C- or better in the capstone course."</p>	<p>7000-7439: Other Outgo Federal Categorical Funding 6,964.95</p>	<p>7000-7439: Other Outgo Federal Categorical Funding 6,602.33</p>
		<p>1000-1999: Certificated Personnel Salaries State Categorical Funding 8,000.00</p>	<p>1000-1999: Certificated Personnel Salaries State Categorical Funding 15,640.00</p>
		<p>3000-3999: Employee Benefits State Categorical Funding 1,609.82</p>	<p>3000-3999: Employee Benefits State Categorical Funding 3,018.65</p>
		<p>4000-4999: Books And Supplies State Categorical Funding 507,098.44</p>	<p>4000-4999: Books And Supplies State Categorical Funding 457,621.73</p>
		<p>5000-5999: Services And Other Operating Expenditures State Categorical Funding 64,649.83</p>	<p>5000-5999: Services And Other Operating Expenditures State Categorical Funding 91,391.58</p>
		<p>6000-6999: Capital Outlay State Categorical Funding 114,498.62</p>	<p>6000-6999: Capital Outlay State Categorical Funding 355,837.90</p>
		<p>7000-7439: Other Outgo State Categorical Funding 31,900.39</p>	<p>7000-7439: Other Outgo State Categorical Funding 36,121.46</p>
		<p>1000-1999: Certificated Personnel Salaries Other Local Funds 327,396.46</p>	<p>1000-1999: Certificated Personnel Salaries Other Local Funds 343,094.78</p>
		<p>2000-2999: Classified Personnel Salaries Other Local Funds 15,768.37</p>	<p>2000-2999: Classified Personnel Salaries Other Local Funds 7,624.79</p>
		<p>3000-3999: Employee Benefits Other Local Funds 129,321.21</p>	<p>3000-3999: Employee Benefits Other Local Funds 120,998.15</p>

		4000-4999: Books And Supplies Other Local Funds 81,368.20	4000-4999: Books And Supplies Other Local Funds 32,004.48
		5000-5999: Services And Other Operating Expenditures Other Local Funds 19,320.65	5000-5999: Services And Other Operating Expenditures Other Local Funds 10,300.00
		7000-7439: Other Outgo Other Local Funds 40,342.11	7000-7439: Other Outgo Other Local Funds 31,788.55

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year was Year 1 with a new ELA/ELD adopted program for grades TK-11 and a PCC convening to move forward a 2018-2019 Secondary Social Studies adoption. There is ongoing professional development in these areas, with a Vertical Team focus area of assessments that better align to our standards. Our summer school programs and options for our students has been expanded to ensure that every student receives the instruction that they need to meet or exceed their grade level core standards.

Storytime occurred at all 14 elementary sites weekly and parents have utilized this literacy opportunity over 150 times for children 0-5. Resources have been shared with families and supports provided when needed. Family Resource Night occurred in the fall and spring targeting resources needed in our community by our families. Over 80 families gathered information and materials on services that were of interest to them, and provided feedback on areas of need for parenting classes. These classes occurred 4 times this year at our district office with topics determined from parent feedback. Developing Literacy Skills, Math Concepts, Behavior Support, Science and Technology, and Healthy Food Choices were the areas that were emphasized in the parenting classes.

Since many students struggle to meet standards in ELA and Math as identified in the CA School's Dashboard, Central USD provides Tier 1 services students by providing supplemental ELA and Math materials with specialized instruction to increase literacy and fluency in ELA and Math. Central provided 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.

A teacher was added to expand academic and career counseling support at Central High School in addition to two new academic counselors being added during the 18-19 school year. There is now a fully functioning career center at both comprehensive high school campuses to provide equity of access to college scholarships, career exploration, and post secondary options for students. Students at Central High East and West Campuses are attached to a "university" in which they have a consistent counselor, Guidance Instructional Advisor, (GIA), and Vice Principal (VP) with whom to connect. Students and parents have given positive feedback

regarding this system, stating that the students feel more connected to school and know who they need to see regarding counseling, college/career questions, and social/emotional support. To address these unique needs, sites are allocated funding based on the number of unduplicated students. All site expenditures allocated were budgeted and approved by the school site council/leadership teams and noted on the school site plan. Site expenditures, principally focused on low-income pupils, ELs, 'Ever ELs', Foster Youth, and other subgroups were identified to close achievement gaps.

This goal supports 21st-century skills and access to technology. The actions of the director, coach, and technology aides have effectively supported the 1-to-1 use of technology by students at every school. Central USD was able to do a complete update on the TK-2nd-grade devices, completing the planned second generation device update. All students now have access to Chromebooks during the learning day in a 1-to-1 environment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Central USD's School Dashboard ELA and Mathematics Performance Indicators shows slight improvement with respect to our English Learners (+3.2 points ELA and +6.7 points math) and Socioeconomically Disadvantaged students (+1.3 points ELA and +3.9 points Math)

District professional development was provided for our new ELA/ELD adoption and Leveled Literacy Intervention supplemental kits are being utilized at elementary school sites for students requiring additional literacy support. ELA or Math Lesson Study for grades 3-6 has been completed for all elementary sites. In mathematics (Tier I) at the secondary level, teachers are implementing Talk Moves to increase student discourse in classrooms. Elementary students have access to Investigations and ST Math as supplemental curriculum to enhance Tier I instruction. High School students who demonstrate learning needs that match a more applied approach to mathematics, are provided an option to a project based approach through Enhanced Math Instruction. All elementary students in need of Tier 2-3 support have access to academic before/after school tutoring provided by certificated classroom teachers. All secondary schools, including Pershing Continuation High School, offer tutoring opportunities after school for students who need the extra assistance. Most students have access to Saturday School, which is taught by certificated classroom teachers and utilizes the same materials mentioned for tutoring. Summer programs have been redesigned to address the academic needs of all students.

Central USD students continue to have full access to Career Technical Education (CTE) pathways at Central High School East and West Campuses. 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. Enrollment continues to be steady. As a result of improving access for students to CTE, Central High School currently had 3 CTE classes in which students received dual enrollment credit through Fresno City College. Central USD added a 4th dual enrollment class and is pursuing more dual enrollment possibilities for students at Central High School and Pershing Continuation High School for 2018-2019 and beyond.

The use of digital curriculum across ELA and Math increased by the metric of users logging in. We collected data on users accessing the digital curriculum and supplemental digital programs. Students accessing the School 2 Home program increased by 88% this year

and continues to provide support to needy families. The access has increased by over 20% over the year. While access to digital tools and skills has increased, we are not yet seeing a large level of growth in standardized testing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The purchase of TK-2nd grade Chromebooks was done with capital outlay for the next 3 years. This expense was not accounted for in the original budget but will meet the goal of providing 1-to-1 devices as outlined in the action. With the removal of other technology costs, the net outcome will be neutral to the budget. Anytime a new curriculum adoption is approved and purchased, the original costs are estimated. While the estimates are thoughtfully and mathematically created, the final costs can vary. Other increases noted are due to higher costs for staff salary and benefits as well as increases in costs of outside contracts and vendors.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In action 2 of this goal, there will be an expansion of library service hours to meet the needs of our community and students. Action 6 will see a modification of coaching services for teachers, with an adjustment FTE for an Instructional Support Coach (ISC) for English Learner teachers, and an ISC for teachers of students with disabilities. Action 9 will see a change as the data plan contract in 2017-18 is ending and budget support will shift to sustain the goal of providing 1-to-1 devices for students.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

Metric/Indicator

Chronic Absenteeism as measured by % students with 10% or more absenteeism.

17-18

13%

Baseline

2016-17

13.43%

Metric/Indicator

HS Graduation Rate

Actual

17-18: PENDING - 10 Days After end of 17-18 School Year

16-17: PENDING - Expected in DataQuest Spring 2018

Expected

17-18

85%

Baseline

2015-16

82.8%

Metric/Indicator

Suspension Rate

17-18

5.5

Baseline

2014-15

5.6

Metric/Indicator

Facilities Maintained as measured by annual FIT

17-18

80% sites Facilities Maintained ('good' or higher)

Baseline

2015-16

61.9% sites FITs scored 'good' or higher

Metric/Indicator

9-12 School Climate Index (based on California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey)

17-18

313

Baseline

2016-17

293

Actual

15-16: 7.4% 16-17: 5.4%

2017 64% of sites FIT scored 'good' or higher
2018-20 Indicator will measure "Facilities maintained through the Facilities Inspection Tool"

PENDING- SCI results anticipated release by end of May

Expected

Metric/Indicator

7-8 School Climate Index (based on California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey)

17-18

394

Baseline

2016-17

374

Metric/Indicator

K-6 California Healthy Kids Survey Key School Climate Indicators

17-18

School Connectedness-62%

Meaningful Participation-33%

Feel Safe at School-87%

Baseline

2016-17

School Connectedness-57%

Meaningful Participation-23%

Feel Safe at School-77%

Metric/Indicator

Expulsion Rate

17-18

0.2

Actual

PENDING- SCI results anticipated release by end of May

K-6 California Healthy Kids Survey Key School Climate Indicators of student's that responded "all of the time" on items related to the following:

School Connectedness*- 47%

Meaningful Participation*- 19%

Feel Safe at School*- 80%

*Indicators are not comparable across school years from 16/17 to 17/18 as WestEd has recalculated how these scores are obtained.

Results that are comparable across years calculate are reported as students scoring "High" for the following indicators:

2017/2018 results:

School Connectedness: 60%

Meaningful Participation: 15%

2016/2017 results:

School Connectedness: 57%

Meaningful Participation: 23%

For School Safety the Item "Do you Feel Safe At School?"

2017/18: 80% of students responded "All of the Time" or "Most of the Time"

2016/17: 77% of students responded "All of the Time" or "Most of the Time"

15-16: 0.39% 16-17: 0.41%

Expected

Baseline
2014-15
0.3

Metric/Indicator

Properly Credentialed teachers with no misassignments nor vacancies as measured by credentials or SARC review.

17-18

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

17-18

100% sufficient instructional materials

Baseline

2015-16

100% sufficient instructional materials

Metric/Indicator

High School Drop out Rate

17-18

1.9%

Baseline

2015-16

2.1%

Metric/Indicator

Middle School Drop out Rate

Actual

_____ % Properly Credentialed teachers with no misassignments or vacancies as measured by credentials or SARC review.

2017-18 100% sufficient instructional materials

PENDING

PENDING

Expected

17-18

0.1%

Baseline

2015-16

.20%

Metric/Indicator

Attendance Rate as measured by district average attendance

17-18

97%

Baseline

2015-16

95.3%

Metric/Indicator

Access to broad course of study as measured by review of teacher an/ore master schedules

17-18

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

Metric/Indicator

Outcomes of broad course of study as measured by number of elective sections offered at middle school and high school

17-18

Enhance and maintain electives at middle and high school (minimum of 61 total middle school electives and 109 high school electives)

Actual

PENDING

Access to broad course of study as measured by review of teacher an/or master schedules
100% access to a broad course of study as measured by teacher schedules and master schedules

Outcomes of broad course of study as measured by number of elective sections offered at middle school and high school
Enhance and maintain electives at middle and high school (2017-2018 = minimum of 61 total middle school electives and 111 high school electives)

Expected

Actual

Baseline

2016-17

61 total middle school electives (average of 20.3)

109 high school electives

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce class size, and to address growth positions based on need (e.g. EL, Foreign Language and SpEd).	The district continues partnerships with IHEs supporting in-district 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 to accomodate enrollment growth, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning.	1000-1999: Certificated Personnel Salaries LCFF 44,713,580.82	1000-1999: Certificated Personnel Salaries LCFF 44,652,401.28
		2000-2999: Classified Personnel Salaries LCFF 9,173,112.91	2000-2999: Classified Personnel Salaries LCFF 9,245,710.11
		3000-3999: Employee Benefits LCFF 21,106,708.38	3000-3999: Employee Benefits LCFF 21,220,121.29
		4000-4999: Books And Supplies LCFF 1,804,646.65	4000-4999: Books And Supplies LCFF 1,888,129.83
		5000-5999: Services And Other Operating Expenditures LCFF 8,648,085.69	5000-5999: Services And Other Operating Expenditures LCFF 8,585,629.19
		6000-6999: Capital Outlay LCFF 929,518.25	6000-6999: Capital Outlay LCFF 3,807,215.39
			7000-7439: Other Outgo LCFF 1,076,615.79
		1000-1999: Certificated Personnel Salaries Other Local Funds 10,048.84	1000-1999: Certificated Personnel Salaries Other Local Funds 40,204.54

Central USD will offer a broad course of study and provide a variety of programs offered at the elementary and secondary level.

Finally, the district will investigate stakeholder support for implementation of the Seal of Biliteracy and support for future development of Dual Immersion Programs in Central USD.

advice and labor workforce rates with an emphasis on recruiting and supporting student enrollment. There are a variety of language course offerings such as Spanish, French, Hmong, and Punjabi. Central USD also offers a gamut of courses in the visual and performing arts.

Central USD has begun to investigate stakeholder support for implementation of the Seal of Biliteracy and support for future development of Dual Immersion Programs in Central USD.

2000-2999: Classified Personnel Salaries Other Local Funds 208,996.81

3000-3999: Employee Benefits Other Local Funds 71,730.90

4000-4999: Books And Supplies Other Local Funds 204,908.32

5000-5999: Services And Other Operating Expenditures Other Local Funds 19,153.84

6000-6999: Capital Outlay Other Local Funds 800.00

7000-7439: Other Outgo Other Local Funds 22,252.00

2000-2999: Classified Personnel Salaries Other Local Funds 196,093.84

3000-3999: Employee Benefits Other Local Funds 77,136.44

4000-4999: Books And Supplies Other Local Funds 415,500.27

5000-5999: Services And Other Operating Expenditures Other Local Funds 30,450.90

6000-6999: Capital Outlay Other Local Funds 0.00

7000-7439: Other Outgo Other Local Funds 21,452.89

Action 2

Planned Actions/Services

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 Support-Tier 1) to ensure the district is effective in meeting student needs to be engaged and connected to school.

This MTSS would include enhancement of the PBIS framework as well as the

Actual Actions/Services

Central USD has increased Professional Development for school psychologists and school intervention counselors by attending state level conferences.

The district joined the California SUMS MTSS and has an elementary and junior high school leads participating in the multi-day training. These 2 schools administered the Fidelity Implementation Assessment from SWIFT schools, and created a district leadership MTSS team to develop the framework for the district for implementation of MTSS. In addition there are monthly PBIS coordinator

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF 699,878.33

2000-2999: Classified Personnel Salaries LCFF 79,961.56

3000-3999: Employee Benefits LCFF 289,326.12

4000-4999: Books And Supplies LCFF 6,700.00

5000-5999: Services And Other Operating Expenditures LCFF 9,931.98

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF 662,653.50

2000-2999: Classified Personnel Salaries LCFF 79,961.56

3000-3999: Employee Benefits LCFF 280,229.51

4000-4999: Books And Supplies LCFF 10,061.48

5000-5999: Services And Other Operating Expenditures LCFF 4,733.58

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 .

meetings, training in SWIS, and best-practices in Tier 1 Positive Behavior Intervention Supports (PBIS) meetings with district supervisor.

District level professional development has included beginning exploration for implementation of national service delivery programs for school counselors and school psychologists. District-wide professional development for behavior and social-emotional supports has been implemented for all teaching and credentialed staff through video modules. Topics include MTSS integration to address needs of the whole child through relationships, trauma-informed practices, alternatives to discipline, and tiered supports to support the whole child.

A 4-day restorative justice training with the model of 'Discipline That Restores' was implemented within a targeted middle school, with teacher, administration, support staff, elementary feeder school administrators and PBIS coordinators participating to build alternative discipline strategies.

School psychologists are part of PBIS Tier 1 teams to help with the evaluation and interpretation of behavioral data. School counselors and psychologists provide behavioral counseling support through the use researched based

curriculum such as 'Second Step' and others groups with the Student Assistance Program as well as individual counseling.

The district has hired two teachers to provide tier 1/2 supports at Steinbeck Elementary and McKinley Elementary with a focus on restorative discipline principles, Positive Discipline, and behavioral support curriculum for students that may be dealing with trauma and adverse life events.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. Unduplicated students also have higher suspension rates than other students in Central USD as identified in the CA School's Dashboard.	Comprehensive Youth Services maintained service levels at school sites, and added an additional intervention counselor to support increased services, and a .60 position growth for school psychologists.	CenCal & CYS Contracts 5000-5999: Services And Other Operating Expenditures LCFF 248,326.00	CenCal & CYS Contracts 5000-5999: Services And Other Operating Expenditures LCFF 250,000.00
		1000-1999: Certificated Personnel Salaries LCFF 606,201.17	1000-1999: Certificated Personnel Salaries LCFF 647,133.80
	Moving into 18-19 CenCal Mentoring will expand services in order to provide mentoring to high-risk elementary students at 14 sites. In addition, Central USD will add safety resources including liaisons and law enforcement at secondary schools.	2000-2999: Classified Personnel Salaries LCFF 553,440.67	2000-2999: Classified Personnel Salaries LCFF 557,699.22
To meet this unduplicated student need, Central USD will provide additional services for the Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils to meet their needs around engagement and school connectedness. Central	Supportive Academic Family Engagement (SAFE) team members provided individual counseling, wrap-around, and case management services for	3000-3999: Employee Benefits LCFF 606,773.37	3000-3999: Employee Benefits LCFF 502,262.94

USD will improve and increase services to the unduplicated students by providing additional support personnel such as CenCal Mentoring and Comprehensive Youth Services (CYS) to increase one to one connections at school.

As a result of providing this support, Central USD expects that unduplicated students will experience a decrease suspension rates as well as increase student engagement and improve school climate.

unduplicated Tier 3 students within the district.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central USD will develop a Multi-Tiered System of Support (MTSS Social/Emotional Support -Tier 1) for students to ensure a that there is a framework for students' that addresses their social/emotional learning.	Intervention counselors at schools have been providing classroom lessons for social-emotional learning.	2000-2999: Classified Personnel Salaries LCFF 406,622.73	2000-2999: Classified Personnel Salaries LCFF 397,506.41
As a result of providing this support, Central USD expects that students will experience decreases in suspension rates and increases in attendance rates.	Middle schools have provided additional professional development on Social Emotional Learning (SEL) with topics such as mindfulness and building relationships within the classroom.	3000-3999: Employee Benefits LCFF 199,468.69	3000-3999: Employee Benefits LCFF 207,067.16
	SAFE team has increased teacher, school psychologist, and counselor capacity to run classroom circles by modeling and coaching this approach directly within classroom. SAFE team has also provided targeted professional development		

for select schools to address social-emotional learning.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Central USD will develop a Multi-Tiered System of Support (MTSS Social/Emotional Tier 2-3) for unduplicated students to ensure a system of supports for students' social/emotional learning.	School psychologists are part of PBIS Tier 1 teams to help with the evaluation and interpretation of behavioral data.	Secondary Counselors 1000-1999: Certificated Personnel Salaries LCFF 882,359.83	1000-1999: Certificated Personnel Salaries LCFF 903,708.78
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.	School counselors and psychologists provide behavioral and social emotional counseling support through the use researched based curriculum such as Second Step and with the Student Assistance Program as well as providing individual counseling. Steinbeck Elementary and McKinley Elementary school sites have begun a "cool down" room to support student SEL and provide mediation within a "thinkery" model of restorative justice.	2000-2999: Classified Personnel Salaries LCFF 553,440.68	2000-2999: Classified Personnel Salaries LCFF 557,699.22
As a result of providing this support, Central USD expects that unduplicated students will experience decreases in suspension rates and increases in attendance rates.	SAFE team LCSW & MFT provide consultation and support to school teams for students in Tier 2 & 3. SAFE team services provide individual and family counseling services and coordination of outside services for wrap around supports within the school setting. The district also has inter-agency collaboration with Fresno County Mental Health to provide individual therapy services on school campuses.	3000-3999: Employee Benefits LCFF 712,006.99	3000-3999: Employee Benefits LCFF 587,062.16

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote and increase participation in school activities that create students' positive connections to school. Continue to provide high quality VAPA program in dance, music, theater and visual arts.	Central USD provided funds for transportation and/or registration fees for students to attend band, choir, dance and theatre festivals, competitions, workshops and to visit art museums.	1000-1999: Certificated Personnel Salaries LCFF 1,529,059.67	1000-1999: Certificated Personnel Salaries LCFF 1,524,636.66
Continue to provide co-curricular activities. (eg. History Day, Science Fair, Young Authors Fair, Robotics, Academic Pentathlon/Decathlon)	The district has also provided funds for transportation for dance, theatre, band, and choir students to perform at various venues. Central continues to provide funds for band uniforms, choir dresses, dancewear, sheet music, instruments, instrument supplies, art supplies, instrument maintenance, licenses for plays and field shows, a portable dance floor, and dance sound system. The district also provides funds for professional development for VAPA teachers. During 18-19 there will be an added VAPA teacher for the district as well.	2000-2999: Classified Personnel Salaries LCFF 147,418.71	2000-2999: Classified Personnel Salaries LCFF 192,178.70
		3000-3999: Employee Benefits LCFF 597,173.41	3000-3999: Employee Benefits LCFF 607,479.30
		4000-4999: Books And Supplies LCFF 146,615.41	4000-4999: Books And Supplies LCFF 84,917.14
		5000-5999: Services And Other Operating Expenditures LCFF 189,611.18	5000-5999: Services And Other Operating Expenditures LCFF 182,647.71
		6000-6999: Capital Outlay LCFF 26,000.00	6000-6999: Capital Outlay LCFF 0.00
		7000-7439: Other Outgo LCFF 11,465.44	7000-7439: Other Outgo LCFF 11,465.44
	Central USD had approximately 710 students perform at our District Peach Blossom Poetry Festival at the Central East Performance Center (PAC). Each elementary school was represented and moved their top performances to the PAC Festival. Central had 93 students, grades 4-12, compete this year at the		

Fresno County National History Day event at Fresno Pacific College. Additionally, 12 students and 5 adults represented our county at the CA State History Day event.

Central Unified students from all elementary and middle school sites sent representatives to the district spelling bee contests. Two representatives from the elementary contest and two representatives from the middle school contest represented Central Unified at the county wide Spelling Bee contest. Central had 84 students who participated in Young Authors' Faire organized by FCSS and held at the Fresno Fairgrounds. In four out of five categories, Central USD students received Exemplary Awards.

More than 100 high school athletes participated in Athletes as Readers and Leaders, reading to over 6000 elementary students this year.

Mock Trial had a strong season and has expanded both its program and participation.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.	During the 2017-2108 school year the Facilities Planning Department has performed several projects. The projects include exterior	Facilities 2000-2999: Classified Personnel Salaries LCFF 4,405,019.01	Facilities 2000-2999: Classified Personnel Salaries LCFF 4,413,844.34

painting of Biola-Pershing Elementary School, Houghton-Kearney K-8, Roosevelt Elementary School, Liddell Elementary, Saroyan Elementary, and Steinbeck Elementary. 8 new portables classroom buildings were placed at Central High School East Campus and 1 new portables classroom building was placed at C.L.A.S.S.

In addition, Central USD performed an asphalt project that included the reconstruction of the playcourt at Herndon-Barstow Elementary School, Biola-Pershing Elementary School, and Houghton-Kearney K-8. The Facilities Planning Department also reconstructed the student parking lot at Central High School West Campus. New play equipment was installed at Teague Elementary School and Herndon-Barstow Elementary School.

A swine manure separator was installed at the Central High School West Campus Agriculture Facility, new wrought iron fencing was installed at Madison Elementary School, new lockers were installed at Glacier Point Middle School boys locker room, and a new counseling center was remolded at Central High School West Campus. Currently Teague Elementary School is being updated with a new Fire Alarm and Public Address System.

3000-3999: Employee Benefits
LCFF 2,183,948.87

4000-4999: Books And Supplies
LCFF 646,538.49

5000-5999: Services And Other
Operating Expenditures LCFF
421,182.88

6000-6999: Capital Outlay LCFF
313,170.50

Not Applicable LCFF
3,063,478.18

2000-2999: Classified Personnel
Salaries State Categorical
Funding 1,492,160.65

3000-3999: Employee Benefits
State Categorical Funding
677,960.16

4000-4999: Books And Supplies
State Categorical Funding
521,644.00

5000-5999: Services And Other
Operating Expenditures State
Categorical Funding 1,178,691.32

3000-3999: Employee Benefits
LCFF 2,217,636.77

4000-4999: Books And Supplies
LCFF 585,539.55

5000-5999: Services And Other
Operating Expenditures LCFF
367,531.71

6000-6999: Capital Outlay LCFF
414,429.50

7000-7439: Other Outgo LCFF
2,928,298.55

2000-2999: Classified Personnel
Salaries State Categorical
Funding 1,492,260.65

3000-3999: Employee Benefits
State Categorical Funding
706,514.43

4000-4999: Books And Supplies
State Categorical Funding
512,679.71

5000-5999: Services And Other
Operating Expenditures State
Categorical Funding
1,432,942.36

6000-6999: Capital Outlay State
Categorical Funding 233,640.95

7000-7439: Other Outgo State
Categorical Funding 638,795.87

4000-4999: Books And Supplies
Other Local Funds 25,351.21

			5000-5999: Services And Other Operating Expenditures Other Local Funds 315,639.56
			6000-6999: Capital Outlay Other Local Funds 351,891.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district continues partnerships with IHEs supporting in-district 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 lowering 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 provided funds for transportation and/or registration fees for students to attend band, choir, dance and theatre festivals, competitions, workshops and to visit art museums. Students in grades 4-6 are encouraged to participate at their school site spelling bee. Winners from each school spelling bee represent their site at the district bee and have the opportunity to represent Central at the County level contest and potentially both the state and national level. For the Young Authors' Faire all students are encouraged to create original works for entry at their site first to select the top ten. These ten are then submitted to the county level for review and judging. Athletes as Readers and Leaders is a voluntary reading program to create a level of awareness of healthy eating habits and exercise for students. Offers athletes a more personal connection with younger students.

Implementation of MTSS for behavior and SEL has increased for the 17/18 compared to the 16/17 year. Organizational structure and participation of PBIS coordinators, school psychologists and school counselors within tiered supports has increased. Additional training within the SUMS initiative and Discipline That Restores were new activities to enhance implementation efforts and build new understanding, and enhance a systematic approach to alternative discipline.

The district continues to expand and support VAPA while maintaining student safe and well maintained facilities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness of activities to establish a systematic MTSS have created a stronger framework and understanding of multi-disciplinary teams in addressing students in targeted (Tier 2) and intensified (Tier 3) supports. The framework for district-wide

implementation of a comprehensive MTSS is being developed through the SUMS initiative. Actual implementation of framework changes from the SUMS initiative will be anticipated for the 2018-2019 school year. Professional development modules have increased staff understanding of student interventions as being a process with a response-to-intervention model. There is a notable increased involvement and buy-in of social-emotional practices across schools within classroom environments and through SAP groups to address student SEL needs. SAFE team services continue to be a highly-sought after service for students with our most intense needs as well as expanding services to include consultation to embed SEL practices within the classroom setting.

Central USD students continue to expand their participation in VAPA, Young Authors Fair, Peach Blossom, and History Day. The district provided funds for transportation and/or registration fees for students to attend band, choir, dance and theatre festivals, competitions, workshops and to visit art museums. The district has also provided funds for transportation for dance, theatre, band, and choir students to perform at various venues. Central continues to provide funds for band uniforms, choir dresses, dancewear, sheet music, instruments, instrument supplies, art supplies, instrument maintenance, licenses for plays and field shows, a portable dance floor, and dance sound system.

Central USD has planned for additional teachers to allow for more course offerings in secondary and elementary PE in addition to adding Special Education teacher for an autism class. Improving and updating facilities continues to be a focus to allow for access to technology and provide an atmosphere that enhances first, best instruction and student collaboration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

***Business Office--waiting on additional details of expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Upon analysis of the implementation and effectiveness of this goal, Central USD will increase staffing to expand course offerings at secondary and for elementary PE. There will be an additional Special Education teacher for an autism class, as well as the addition of one psychologist and one intervention counselor. In addition, the district will expand VAPA course offerings at middle school by hiring an additional teachers to provide equity of program offerings at middle school as well as allowing for expansion of the choir program at the high school.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

Metric/Indicator

K-12 Local Parent Survey

17-18

"There are ways for me to be involved at my child's school." 90%
"The school is a safe place where bullying and disrespect are not tolerated."
67%

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%

Metric/Indicator

Parent Workshop Participation

17-18

Increase number of parents participating in district and school parent workshops, orientations, and activities.

Actual

Ways to be involved (17-18): 95% Agree or Strongly Agree-an increase of 7%
School is a safe place (17-18): 76% Always or Usually- an increase of 14%

Parent Participation for the school year 2016-2017 was 1601. Parent participating until December 2017 it is 2293. Central had an increase of 692 parents participating.

Expected

Actual

Baseline

2016-17

Parents Participation Attendance-1601 (thru December 2016)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based on the data provided by the CA School Dashboard the EL progress indicator (ELPI) and ELA/Math performance on CAASPP show that unduplicated students are not yet achieving at a green or higher level.	To help engage parents of unduplicated students, Central USD will continue to provide personnel and training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships.	2000-2999: Classified Personnel Salaries Federal Categorical Funding 49,939.11	2000-2999: Classified Personnel Salaries Federal Categorical Funding 49,939.10
In order to increase parent engagement and promote student learning, Central USD will provide 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 risk students and English Learners, Central USD will identify personnel and provide training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships. This action is	Providing parent outreach and support via parent education has increased parent involvement and feelings of engagement at school for parents of unduplicated students. With the focus of these teams on the families of unduplicated students, (including pregnant and parenting teens) Central USD expects to help them engage at school, increase parent empowerment, and help their children close achievement gaps.	3000-3999: Employee Benefits Federal Categorical Funding 26,739.75	3000-3999: Employee Benefits Federal Categorical Funding 26,738.52
		4000-4999: Books And Supplies Federal Categorical Funding 5,532.66	4000-4999: Books And Supplies Federal Categorical Funding 16,275.93
		7000-7439: Other Outgo Federal Categorical Funding 1,760.69	7000-7439: Other Outgo Federal Categorical Funding 3,052.89
			5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 10,200

meant to specifically focus on the needs of our unduplicated population and principally directed towards unduplicated pupils to meet their needs and 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 involvement and feelings of engagement at school for parents of unduplicated students. With the focus of these teams on the families of unduplicated students, (including pregnant and parenting teens) Central USD expects to help them engage at school, increase parent empowerment, and help their children close achievement gaps.

We have collaborated with UC Cal Fresh, to provide classes about nutrition and health. Centro la Familia-Parenting Classes included topics about social-emotional and physical wellbeing. FCSS helped by providing classes about Bullying Awareness, Truancy and Attendance, Helping Children with Homework, Social and Emotional Changes. Education and Leadership Foundation (ELF) in collaboration with Fresno State-Family field trips helped parents to learn about College, Career and Community, PBS provided classes about Literacy for Elementary. Valley Health Team provided classes about Health High School Equivalency Program (HEP) Fresno and a GED Program for migrant families. ESL Classes were provided at the school sites in collaboration with Central Learning Adult Alternative School Site (CLASS) . Latino Literacy Project workshops were provided by Community Liaisons-Bilingual.

In addition, Central USD provided two parent input meetings held with parents to develop plan for more effective implementation of special education services in the district.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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 the ELPI.

In an effort engage parents of struggling students, Central USD will provide and expand 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 will focus on unduplicated students and their 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.

In an effort engage parents of struggling students, Central USD is providing and expanding parent outreach services through highly trained support staff including: 4 Community Liaisons- Bilingual (Spanish, 1 Punjabi, 1 Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) and interpretation/translation personnel-(Spanish, Punjabi, Hmong, Arabic) available to all schools. These staff members will focus on unduplicated students and their 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. In addition, we have created monthly bilingual liaison network meetings to be trained on different topics, such as LCAP, FPM, Migrant Services, Attendance, SST/IEP/540 Mental Health, LPAC/ELD, and a Training of Trainers (TOT) on Sexual Health. The liaisons also attended different conferences and workshops on Mental Health, Truancy and DACA and Parenting Teen Network meetings. Some community liaisons have been trained on Latino Literacy Program so they can build capacity at their assigned school sites.

2000-2999: Classified Personnel Salaries LCFF 100,456.40

3000-3999: Employee Benefits LCFF 43,585.64

2000-2999: Classified Personnel Salaries Federal Categorical Funding 41,714.01

3000-3999: Employee Benefits Federal Categorical Funding 10,404.66

2000-2999: Classified Personnel Salaries LCFF 84,322.15

3000-3999: Employee Benefits LCFF 26,093.23

2000-2999: Classified Personnel Salaries Federal Categorical Funding 41,714.01

3000-3999: Employee Benefits Federal Categorical Funding 10,402.58

Each school site has a school psychologist and nursing staff to address physical and social emotional needs. Many sites have intervention counselors that make contact to parents and families in regards to individual student needs. The district also has a number of these support staff that are bilingual (Spanish, Hmong) that are assigned to specific students if support in a second language is needed.

All elementary sites provide weekly "Storytime" for children ages 0-5 in libraries to foster early literacy for families. Two district Family Resource Nights and 4 Parenting Classes based on survey results for families of children 0-5 have occurred to increase support and early interventions for literacy. Classes are interactive and prepare for school readiness.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents indicated on the 2017-18 survey that 'Ways to be involved (17-18) was at 95% Agree or Strongly Agree-an increase of 7% and School is a safe place (17-18) was at 76% Always or Usually- an increase of 14%' Both of these measures increased above the expected rate. In addition, parent workshop/training offerings increased by 692 parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the overall effectiveness of the actions/services our goal to increase the number of parents participating in district and school parent workshops, orientations, and activities was effective.

Central had a significant increase of parent participation, parent workshops, orientations, activities and trainings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Central USD will continue to relate parent engagement to both academic and social emotional issues. Offerings will include school safety, social emotional health, and parent education regarding the support and promotion of academic achievement and language proficiency in their child(ren).

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 17-18 55.7% Baseline 2016-17 54.7%	17-18: N/A - Cannot be evaluated due to transition from CELDT to ELPAC
Metric/Indicator Reclassification rate 17-18 Maintain rate and/or meet or exceed state reclassification rate average of 13.3%	2017-18 19.6% (DataQuest)

Expected	Actual
Baseline 2015-16 18.7%	
Metric/Indicator EL access to state standards/ELD standards (State Reflection Tool) 17-18 Average score 3.0 Baseline 2016-17 Average score 2.3	Average score of 3.6 --EL access to state standards/ELD standards (State Reflection Tool) 2018

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CELDT performance data indicates ELs (unduplicated students) and not progressing towards proficiency in English. Further, CAASPP data indicates that ELs students meeting or nearly meeting standards lag behind all other student groups by 32% in ELA and 20% in Math.</p> <p>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</p>	<p>In December of 2017, Central Unified provided a training for all EL Coordinators at sites to manage the Ellevations monitoring platform at their sites. The goal for the 2017-2018 school year was for each student within the four year reclassification monitoring window to have one monitoring form filled out. The new monitoring form, created in December of 2017, focuses on academic performance across the curriculum and attendance. The system flags answers where students are performing at lower than proficient</p>	<p>1000-1999: Certificated Personnel Salaries Federal Categorical Funding 98,460.52</p> <p>3000-3999: Employee Benefits Federal Categorical Funding 31,024.91</p> <p>4000-4999: Books And Supplies Federal Categorical Funding 8,265.32</p> <p>5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 25,200.00</p>	<p>1000-1999: Certificated Personnel Salaries Federal Categorical Funding 99,210.54</p> <p>3000-3999: Employee Benefits Federal Categorical Funding 32,345</p> <p>4000-4999: Books And Supplies Federal Categorical Funding 55,930</p> <p>5000-5999: Services And Other Operating Expenditures Federal Categorical Funding 28,171</p>

data utilizing Ellevation web based software.

Central USD will provide classroom teacher and administrative staff training to develop deep knowledge of the ELA/ELD Framework. The training to practice will include how to best utilize the newly adopted Integrated and Designated ELD materials in the classroom to accelerate English language acquisition and mastery of ELA standards.

In addition, the district 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 in EL students meeting or nearly meeting standards in ELA/and Math as measured by the CAASPP.

levels in assessments and grades and requests plans for interventions. At the same time, a monitoring form was created for regularly progressing English Learners and another for Long Term English Learners. Moving into the 2018-2019 school year, Central USD will implement EL and LTEL monitoring district wide also using Ellevations monitoring platform.

Eleven elementary schools, with high unduplicated student counts and consistently low academic performance, have participated in professional learning and development for all teachers at the site in the area of ELD Standards and the ELA/ELD Framework. Three of these schools noted above participate in an ongoing cohort that involves work with their administrative teams to promote high leverage learning processes for Integrated ELD.

Three of the five comprehensive secondary sites as well as one of the two alternative secondary sites have participated in professional learning and development for all of their teachers in the areas above noted and the other two secondary sites have participated in professional learning and development for some teachers and administrators.

All SPED teachers in the district have participated in professional

7000-7439: Other Outgo Federal Categorical Funding 3,552.63

7000-7439: Other Outgo Federal Categorical Funding 5,177

Extra Help-Classified 7000-7439: Other Outgo Federal Categorical Funding 3,500

learning and development in these areas as well as in work around crafting linguistically appropriate IEP goals and defining Integrated and Designated ELD for students with special needs in different settings. As part of this learning, teachers worked to analyze texts per the 2012 ELD Standards and plan for interactive reading and writing approaches that are reflective of the instructional qualities discussed in the ELA/ELD framework. Teachers also received preparation on planning processes utilizing the 2012 ELD Standards.

Reclassification criteria was revised for 2017-2018 to clarify the literacy criteria and to be able to communicate to sites the importance of meeting literacy expectations.

Educators from all sites participated in ELPAC training. During this training connections were made between the domain assessments, their task types, and their correlations to PI and PII ELD Standards.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years).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.</p>	<p>All administrators (Principals, VPs, GIAs, and some counselors) participated in a three hour professional learning and development session on the ELD standards with examples within different core content Integrated ELD coursework. The session also included attention to creating positive and culturally responsive learning environments.</p>	<p>1000-1999: Certificated Personnel Salaries Federal Categorical Funding 96,283.77</p>	<p>1000-1999: Certificated Personnel Salaries Federal Categorical Funding 67,398.62</p>
<p>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.</p>	<p>Teague, Tilley, and Roosevelt elementary schools participated in a Literacy cohort. This involved a full day professional learning and development session for Integrated ELD with a strong focus on Multi-Day Interactive Reading for Academic Language Development. The cohort also involved four additional meetings of teacher teams where they participated in additional learning around working with different types of texts and sharing of implementation and planning.</p>	<p>3000-3999: Employee Benefits Federal Categorical Funding 31,269.91</p>	<p>3000-3999: Employee Benefits Federal Categorical Funding 21,885.55</p>
<p>It is our expectation that this PD and instructional support will help LTELs successfully reclassify and become college, career, and community ready.</p>	<p>All teachers, lead administrators and instructional coaches at Harvest, Houghton Kearney, Polk, Steinbeck participated in half day intensive coaching. This coaching, grounded in the principals of the ELA/ELD framework, focused on planning for instruction with grade level complex text and planning with the ELD standards for Integrated ELD. The faculty of Biola Elementary participated in a 2 hour coaching session analyzing text using ELD Standards for</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries LCFF 6,047,074.78</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 6,487,842.51</p>
		<p>Teachers 3000-3999: Employee Benefits LCFF 2,217,143.14</p>	<p>3000-3999: Employee Benefits LCFF 2,469,638.87</p>

instruction. At McKinley Elementary, all teaching teams participated in a 45 minute coaching session on analyzing text for use in Integrated ELD instruction. The faculty of Liddell participated in a one hour professional learning and development session on ELD Standards in Integrated ELD. The full faculty of Central High School and CLASS participated in a one hour overview of the ELD standards with specific examples of application.

Instructional coaching on a per teacher and on-demand basis was provided to Mathematics, ELA, and History/Social Science at the secondary level and to different grade level teachers at the Elementary level.

All ELA teachers at Middle Schools participated in a one hour session focused on cohesion in text. Nine core content teachers at Glacier Point Middle School participated in a full day session focused on ELD standards and their use in Integrated ELD.

All SPED teachers in the district participated in a one hour overview of the standards and concepts of Integrated and Designated ELD within SDC and RSP contexts. Secondary co-teachers of Mathematics and ELA participated in a 2 hour session focused on instructional methods.

All Designated ELD teachers at Middle Schools participated in two full days of professional learning and development. All Designated ELD teachers at High Schools received 4.5 days of professional learning and development. These sessions included learning about the ELD standards and instructional practices aligned to the intent of the standards and the ELA/ELD Framework. These sessions additionally focused on creating positive and culturally responsive learning environments. Between sessions, secondary teachers applied specific practices in the classroom with students.

The district additionally provided three full day Newcomer teacher trainings focused on secondary core content teachers who receive Newcomer students in their classes starting in 2018-2019. The sessions focused on the Emerging strand of the secondary ELD standards as well as topics particular to effective Newcomer education, such as creating welcoming and receptive environments.

The district created an English Learner specialized summer school that is an extension to the morning summer school programs. The ELD extension helped students in their reading, writing, and conversations around of complex text using the California

ELD Standards. The summer school served students entering grade 1 through students entering grade 9. The Middle School ELD extension specialized in the language of Mathematics and Physics.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Central USD provided classroom teacher and administrative staff training to develop deep knowledge of the ELA/ELD Framework. The training to practice included how to best utilize the newly adopted Integrated and Designated ELD materials in the classroom to accelerate English language acquisition and mastery of ELA standards. In addition, the district has worked 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 beginning Fall 2018.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Reclassification rate exceeds state and county rates at 19.6%. Based on review of the State Reflection Tool by Central USD Leadership, EL access to state standards/ELD standards has increased from an average score of 2.3 to an average score of 3.6.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An additional \$3500 was spent to provide support for teachers of newcomers and newcomer student transition by hiring classified staff that speak Arabic and Punjabi. The increase of \$47,000 in materials and supplies was due to allocation of funds to purchase supplemental curriculum to support the ELA/ELD curriculum implementation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to continue to improve English Learner, especially LTEL, student learning outcomes, Central USD will modify current coaching assignments to allow expanded services with an EL ISC to work with teachers of English Learners and provide professional development district wide.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 parent involvement in the input process. The district created an "LCAP at a Glance" brochure that summarized our LCAP in an attractive, easy to understand format. This handout was provided in English, Spanish, Punjabi and Hmong to sites for distribution at events and school site advisory groups. Parents appreciated the document and stated that it increased their interest in attending the input sessions. Input sessions were conducted for parents/guardians, classified & certificated staff, administrators, students. All principals were trained to facilitate LCAP stakeholder meetings for their sites' parents/community members and staff. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during each meeting at the district level. In addition, a parent survey that addressed the key priorities of the LCAP was available for parents to provide input either electronically or in print. Print copies of the survey were available in English, Spanish, Punjabi, & Hmong. If parents were not able to attend their site session, regional input sessions were conducted at each of the three middle schools. Interpretation in Spanish, Punjabi and Hmong and child care were provided at the site and regional meetings. Based on feedback received from previous parent/community input sessions the district offered the site and regional input sessions on different days of the week so that parents would have more flexibility and options to attend stakeholder input meetings.

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), District Blackboard Connect, telephone messages (English, Spanish, Punjabi & Hmong) as well as social media (Facebook, Instagram, Twitter). School sites also informed their parents through SSC, ELAC, PTA and weekly Blackboard Connect site messages. Community Liaisons and the Family Outreach Liaison worked with school sites to contact parents and inform them of the opportunities for attendance. DAC and DELAC representatives informed their committees of the importance of parent input and encouraged their members to attend.

Stakeholder input sessions were:

January 29--River Bluff @ 6:00 pm

January 30--Roosevelt @ 6:00 pm

February 1--Teague @ 8:45 am

February 6--El Capitan, Glacier Point, & Rio Vista @ 6:00pm

February 8--Liddell @ 4:30pm, Harvest @ 5:00pm, Biola-Pershing, Steinbeck, Tilley, & McKinley @ 6:00pm, Houghton-Kearney @ 11:00am, Madison @ 7:00pm

February 9--Saroyan @ 8:00am

February 15--Herndon-Barstow & Polk @ 6:00pm

February 20--Central East, CLASS, & Pershing/Pathway @ 6:00pm

Childcare and interpretation was provided (Spanish, Punjabi & Hmong). Classified & certificated personnel met at their school sites during a regularly scheduled meeting facilitated by the principals. Principals continue LCAP training and discussions with their School Site Councils and Advisory Committees at regularly scheduled meetings. At all input meetings, the District's Guiding Principles, LCFF funding formula, eight state priorities, district LCAP goals and data were presented. Stakeholders then provided input on what we could do better and what was important to them based on progress data.

Using the same meeting protocol, the following stakeholder groups provided their input during the months of February and March:

Bargaining units-CUTA opted to survey their membership to get input.

- CSEA provided input during a meeting February 8, 2018;
- Administrators and Principals on January 25, 2018;
- District Office Certificated and Classified Staff on February 13, 2018;
- Migrant PAC on February 26, 2018;
- DELAC representatives received training on LCFF and LCAP at their October 13th meeting and reviewed progress data and gave their input at their meeting February 26th.
- DAC received training at the November 6th meeting and reviewed progress data at the November 27th meeting in preparation for providing input at their site stakeholder meetings.

Student input sessions were conducted during this same time frame. Site principals, intervention staff, or ELD teachers facilitated the discussions with student representatives of the unduplicated count students as well as a cross section of all other students.

District staff solicits and receives input on the actions and services included in the LCAP informally throughout the year from community members in meetings with such groups as Fresno Compact, The Children's Movement Fresno, Cradle to Career, Fresno Business Council, Highway City Development Council, Department of Social Services, Kaiser Permanente, Institutions of Higher Education, Comprehensive Youth Services, and Group Home Advisory Council. Other established collaborative structures for two-way communication with various stakeholder groups are: Superintendent Advisory Council(Parents), Professional Consultation Committees (PCC) by content area (teacher/district and site administration), DELAC, DAC, GATE Parents, Migrant Parent Advisory

(PAC), Instructional Coaches Cadre, Math, ELA and Early Childhood Education Vertical Teams, Bargaining Units, Leadership Network, GIA/VP Academy, Administrative Council.

Central USD convened an LCAP Guidance committee this year with 4 meetings from February through May during which committee members looked in depth at understanding the three year plan, an overview of LCFF, Academic Preparedness, College & Career Readiness, Student Safety & Alignment of Resources. During 2018-19 the committee will continue to meet and review data in relation to goals/actions in the plan. Committee members included: parents, students, employee groups, administrators, support staff, board members and community members.

DAC met on May 7, 2018 and DELAC on May 4, 2018. Draft LCAP comments and questions from DELAC and DAC committees were submitted for the Superintendent's written response on May 11, 2018.

Some examples of comments and questions regarding the LCAP draft at the committee meetings included:

DAC

"Why are we ending data plans?"

"We need to have more psychologists and intervention counselors"

"Equity is something all staff need to practice with all students"

"What about bilingual books in libraries?"

DELAC

"More counselors for EL students."

"More translators so messages, flyers, and communication can be done in the native language."

"Every site needs a community liaison."

"More Social/emotional supports"

"More bilingual books"

LCAP Guidance Committee

"We need audio books and text books in different languages. I would like for flyers to be sent home with students to know how our school libraries function"

"Make long term EL students a priority and help them more, because they get to 12th grade without reading or writing in English. It's a shame that they're being passed to the next grade without knowing anything and having low grades."

"One community liaison per site"

A copy of the draft LCAP was available to the Central USD community for public comment May 22-June 26, 2018 in the Superintendent's office. A draft of the document was posted on the district webpage from June 5- 12, 2018. Hard copies were

provided to the public upon request. Stakeholders provided comments via email or by completing a comment document at the Superintendent's office.

The Central USD School Board board agenda included LCAP information at the May 23, 2017 meeting and the notice for public hearing for the LCAP and proposed budget appeared on the June 13, 2017 agenda. Comments by board members during the public hearing included:

"

"

According to Central USD board calendar and planning the LCAP and budget will be on the agenda for adoption June 26, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Central Unified staff has identified program strengths and needs by compiling stakeholder input. Input was documented through note taking during stakeholder and LCAP Guidance Committee meetings. Input was organized around the eight state priorities. The Central Unified Guiding Principles and the 2017-18 LCAP provided current information on programs and support for every student. This information was presented to stakeholder groups as District focus areas: college, career and community readiness for every student; common core state standards implementation; meeting the academic, social, and emotional needs of every student, and providing effective instruction using state adopted, board approved instructional materials.

Overall trends in stakeholder feedback included: Increase staffing -for example: counselors-both academic and social emotional, teachers, security, intervention specialists, & community liaisons. Expand and update the career centers at secondary-including middle school. Providing professional development to help teachers connect with students/families, raise cultural awareness and better meet social/emotional needs. Provide additional academic supports and add more parent classes and workshops. We appreciate and take seriously the input of all of our stakeholder groups as this information informs our goals and actions.

The LCAP includes, as a result of the stakeholder input sessions, the following:

Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.

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.

Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Goal 4: Assure 1 year of growth in language acquisition for every EL student.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics.
- Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System indicate that there is not any overall growth from March 2016 to March 2107 there is no measurable improvement (63% meeting or exceeding F & P standards.)
- There is a need to provide professional development and coaching to support teacher's ability to address the academic needs of their students. Based on the academic achievement data professional development must continue to address ELA, Mathematics and language acquisition and skill for English Language Learners. Specific strategies for designing instruction and using formative assessment will be embedded in all training.
- Central USD needs to continue increasing the percent of students prepared for career options and/or technical training program. The district must emphasize career pathway completion and empower students to make career choices based on viable data. While college and career data looks a bit better with increasing numbers of students enrolled in college the fall immediately following high school, there is still room for improvement. Central High School had 65% of students enrolled in college the fall immediately following high school while our alternative

education sites of CLASS and Pershing High School had 31% enrolled. CTE has experienced a 15.6% increase in student participation, but the district acknowledges participation can increase.

- Of those students going on to college, 36% enrolled in two year institutions and 25% enrolled in four year institutions. The mid year progress results for enrollment in a 4 year college the semester immediately following graduation dropped slightly (3%) when comparing 2014 to 2015. Information reviewed for 2015-16 indicates that the percent of students prepared to meet UC admission requirements was 43.4%. CDE data also indicated that 48 % of students passed the AP exam with a score of 3 or higher. EAP results for ELA increased from 2015 to 2016, but still show only 50% ready for college. EAP results for Math increased from 2015 to 2016, but still show only 12% ready for college.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Standardized Assessments as measured by ELA CAASPP scores distance from level 3	2015-16 -30.5 points	-21.5 point	-12.5 points	-3.5 points
State Standardized Assessments as measured by Math CAASPP scores distance from level 3	2015-16 -54.4 points	-44.4 points	-34.4 points	-24.4 points
AP Pupils Scoring 3 or higher	2015-16 48%	49%	50%	50%
A-G: % pupils with successful course completion	2015-16 43.4%	45.4%	47.4%	52.4%
Career Technical Education(CTE) course completion%	2015-16 15.6% increase in course completion.	Sustain the percent of students successfully completing Career Technical Education (CTE) sequence for grades 9-12	Pathway completion with a grade of C- or better in the capstone course	Pathway completion with a grade of C- or better in the capstone course

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			(Metric changed to align with CCI on CA School Dashboard)	(Metric changed to align with CCI on CA School Dashboard)
Number of Students in Dual Enrollment	2016-17 32 students	37 students	42 students	47 students
% of 1st grade students meeting or exceeding expectations for reading as measured by Fountas and Pinnell Benchmark System.	2016-17 62%	65%	67%	69%
EAP: % pupils scoring 'ready' or higher ELA	2015-16 50%	52%	54%	56%
EAP: % pupils scoring 'ready' or higher Math	2015-16 12%	15%	18%	21%
State Standards Implemented as measured State Reflection Tool	Average score of 2.2	Average score of 2.4 or higher	Average score of 3.0 or higher	Average score of 3.5 or higher

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 (History/Social Science), select state adopted materials according to adoption cycles and create implementation plan.

2018-19 Actions/Services

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 (Science), select state adopted materials according to adoption cycles and create implementation plan.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,253,549.93	1,261,479.93	1,836,479.93
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Curriculum	4000-4999: Books And Supplies Curriculum	4000-4999: Books And Supplies Curriculum
Amount	8,857.00	8,857.00	8,857.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Duplication of instructional materials	5000-5999: Services And Other Operating Expenditures Duplication of instructional materials	5000-5999: Services And Other Operating Expenditures Duplication of instructional materials
Amount	35,701.08	35,701.08	35,701.08
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	524,729.48	524,729.48	524,729.48
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	270,270.52	270,270.52	270,270.52
Source	Lottery	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	45,556.71	45,556.71	45,556.71
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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,

2018-19 Actions/Services

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,

2019-20 Actions/Services

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. 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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	256,053.90	261,174.98	266,398.48
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	56,013.51	57,133.78	58,276.46
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	118,285.47	120,747.52	128,881.33
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	161,083.57	161,083.57	161,083.57
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	77,463.07	77,463.07	77,463.07
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	22,816.00	22,816.00	22,816.00
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Develop 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 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 students.

As a result of providing this service, Central USD expects that students will

2018-19 Actions/Services

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 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 students.

As a result of providing this service, Central USD expects that students will

2019-20 Actions/Services

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 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 students.

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	476,159.93	485,683.13	495,396.79
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	30,208.83	30,813.01	31,429.27
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	144,307.02	144,046.19	154,537.06
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	35,390.23	35,390.23	35,390.23
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	21,108.23	21,108.23	21,108.23
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	19,187.84	19,187.84	19,187.84
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount	1,170,035.80	1,193,436.52	1,217,305.25
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	3,948,087.08	4,027,883.10	4,109,784.42
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	1,953,914.14	2,340,941.64	2,525,368.86
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	508,134.67	508,134.67	508,134.67
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	905,553.33	905,553.33	905,553.33
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	592,453.12	592,473.51	592,473.51
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount	7,664,301.83	7,728,986.07	7,883,888.99
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	113,214.11	115,478.39	117,787.96
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2,835,605.29	3,139,118.01	3,342,738.14
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	74,195.00	74,195.00	74,195.00
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	803,458.17	803,458.17	803,458.17
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	1,046,099.96	1,046,099.96	1,046,099.96
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount	8,075.47	8,236.98	8,401.72
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	210,123.51	214,325.98	218,612.50
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	89,409.59	113,388.15	121,710.50
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Our unduplicated students are some of the lowest performing on state assessments. To address that the LEA will 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. Central USD's unduplicated students will be provided support to graduate high school and attend college. In addition to the Tier 2-3 services above, Central USD will enhance

2018-19 Actions/Services

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

2019-20 Actions/Services

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

unduplicated students' college awareness by providing field trips to colleges and guest speakers to expand awareness of college and career opportunities.

These 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.

colleges and guest speakers to expand awareness of college and career opportunities.

The district will develop 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.

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.

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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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,438,887.27	5,893,819.02	6,473,233.40
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School, Intervention/Tutoring Teachers	1000-1999: Certificated Personnel Salaries Summer School, Intervention/Tutoring Teachers	1000-1999: Certificated Personnel Salaries Summer School, Intervention/Tutoring Teachers
Amount	1,107,524.61	1,129,675.10	1,152,268.60
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Summer School Aides/Additional support	2000-2999: Classified Personnel Salaries Summer School Aides/Additional support	2000-2999: Classified Personnel Salaries Summer School Aides/Additional support
Amount	2,448,034.00	2,636,380.16	2,874,102.74
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	268,000.19	268,000.19	268,000.19
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Supplemental	4000-4999: Books And Supplies Supplemental	4000-4999: Books And Supplies Supplemental
Amount	410,509.45	410,509.45	410,509.45
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	219,922.00	219,922.00	219,922.00
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Administer formative and summative assessments for core areas (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.

2018-19 Actions/Services

Administer formative and summative assessments for core areas (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.

2019-20 Actions/Services

Administer formative and summative assessments for core areas (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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	91,734.00	91,734.00	91,734.00
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures Illuminate	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD's CA School Dashboard ELA and Mathematics Performance Indicators

2018-19 Actions/Services

Central USD's CA School Dashboard ELA and Mathematics Performance Indicators

2019-20 Actions/Services

Central USD's CA School Dashboard ELA and Mathematics Performance Indicators

shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low range in English Language Arts Assessment. In addition our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low 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 provide instructional coaching to ensure new learning from professional development is successfully implemented to accelerate student learning.

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.

shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low range in English Language Arts Assessment. In addition our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low 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 provide modify the instructional coaching model to ensure new learning from professional development is successfully implemented to accelerate student learning with the addition of one FTE instructional support coach for teachers of English Learners and one FTE instructional support coach for teachers of students with disabilities.

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.

shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low range in English Language Arts Assessment. In addition our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students are scoring in the Low 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 provide modify the instructional coaching model to ensure new learning from professional development is successfully implemented to accelerate student learning with the addition of one FTE instructional support coach for teachers of English Learners and one FTE instructional support coach for teachers of students with disabilities.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	781,704.78	797,338.88	813,285.65
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	280,800.70	291,718.33	302,213.01
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	758,295.21	773,461.11	788,930.34
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	262,329.95	316,826.78	328,289.66
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Central High School,
Pershing, CLASS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students scored Low on the English Language Arts Assessment and Mathematics. In addition, the CA Dashboard notes graduation rates for English Learners are Low (78.4%). Based on this data, the district is determined to increase/improve services for unduplicated 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

2018-19 Actions/Services

Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students scored Low on the English Language Arts Assessment and Mathematics. In addition, the CA Dashboard notes graduation rates for English Learners are low. Based on this data, the district is determined to increase/improve services for unduplicated 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

2019-20 Actions/Services

Central USD's CA School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income Students. Our CAASPP unduplicated pupil data indicators show that English Learners and Socioeconomically Disadvantaged students scored Low on the English Language Arts Assessment and Mathematics. In addition, the CA Dashboard notes graduation rates for English Learners are low. Based on this data, the district is determined to increase/improve services for unduplicated 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. Add one FTE to expand academic and career counseling support at Central High School West Campus. The district will also explore expansion of services through partnership with Highway City.

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 for unduplicated student groups.

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.

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 for unduplicated student groups.

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.

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 for unduplicated student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	89,283.05	91,068.71	92,890.09
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Career Counseling Teacher	1000-1999: Certificated Personnel Salaries Career Counseling Teacher	1000-1999: Certificated Personnel Salaries Career Counseling Teacher
Amount	30,034.83	31,181.72	32,271.39
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD's School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income 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 must be budgeted and approved by the school site council/leadership teams and on 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

2018-19 Actions/Services

Central USD's School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income 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 must be budgeted and approved by the school site council/leadership teams and on 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

2019-20 Actions/Services

Central USD's School Dashboard ELA and Mathematics Performance Indicators shows improvement is needed with respect to our English Learners and Low Income 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 must be budgeted and approved by the school site council/leadership teams and on 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 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.

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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.

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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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	277,970.53	283,529.94	289,200.54
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Direct Allocation to Sites Based on Unduplicated Count	1000-1999: Certificated Personnel Salaries Direct Allocation to Sites Based on Unduplicated Count	1000-1999: Certificated Personnel Salaries Direct Allocation to Sites Based on Unduplicated Count

Amount	295,148.50	301,051.47	307,072.50
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	173,381.86	202,007.52	216,247.13
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	238,449.95	238,449.95	238,449.95
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	442,142.77	442,142.77	442,142.77
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	8,984.55	8,984.55	8,984.55
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

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. 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,

2018-19 Actions/Services

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. Due to contractual constraints, the funding for the data plan for tablets will be ending. The district will continue to support the purchase of chromebooks to ensure one-to-one access TK-12. In lieu of the data plan for tablets, Central USD will explore alternative methods of creating digital access for those that do not have access to the internet in their homes.

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

2019-20 Actions/Services

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. Due to contractual constraints, the funding for the data plan for tablets will be ending. The district will continue to support the purchase of chromebooks to ensure one-to-one access TK-12. In lieu of the data plan for tablets, Central USD will explore alternative methods of creating digital access for those that do not have access to the internet in their homes.

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

differentiated, and effective in improving student achievement.

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.

resources and technology is appropriate, differentiated, and effective in improving student achievement.

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.

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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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	199,809.81	203,806.01	207,882.13
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries ISC-Technology, Director Instructional Technology	1000-1999: Certificated Personnel Salaries ISC-Technology, Director Instructional Technology	1000-1999: Certificated Personnel Salaries ISC-Technology, Director Instructional Technology
Amount	211,459.85	215,689.05	220,002.83
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Technology aides	2000-2999: Classified Personnel Salaries Technology aides	2000-2999: Classified Personnel Salaries Technology aides

Amount	94,196.30	127,715.87	136,110.78
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	877,030.68	1,295,395.68	2,315,642.68
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	1,030,616.62	1,030,616.62	1,030,616.62
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	2,091,727.56	1,398,597.00	779,821.00
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: El Capitan, Glacier Point, Rio Vista, Central High School, Pershing

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,300.00	8,466.00	8,635.32
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	1,629.46	1,657.81	1,788.55
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	99,084.50	99,084.50	99,084.50
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	30,285.09	30,285.09	30,285.09
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	6,964.95	6,964.95	6,964.95
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount	8,000.00	8,160.00	
Source	State Categorical Funding	State Categorical Funding	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	1,609.82	1,597.89	
Source	State Categorical Funding	State Categorical Funding	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	507,098.44	507,098.44	34,764.09
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	64,649.83	64,649.83	29,569.91
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	114,498.62	114,498.62	
Source	State Categorical Funding	State Categorical Funding	
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	
Amount	31,900.39	31,909.52	
Source	State Categorical Funding	State Categorical Funding	
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	
Amount	327,396.46	333,944.39	340,623.28
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	15,768.37	16,083.74	16,405.41
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	129,321.21	135,838.50	144,775.33
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	81,368.20	81,368.20	81,368.20
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	19,320.65	19,320.65	19,320.65
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	40,342.11	40,342.11	40,342.11
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 11

Specific Student Groups: [Specific Student Group(s)]	
--	--

OR

Actions/Services

Budgeted Expenditures

Action 12

Specific Student Groups: [Specific Student Group(s)]	
--	--

OR

Actions/Services

Budgeted Expenditures

Action 13

Specific Student Groups: [Specific Student Group(s)]

OR

Actions/Services

Budgeted Expenditures

Action 14

Specific Student Groups: [Specific Student Group(s)]

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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

Local Priorities:

Identified Need:

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates.

- 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16)
- Current drop out rate for the district is 2.1% for High School and 0.2% for Middle School (2015-16) . While this is below the county average the district still considers this an area to improve. High School graduation rate is 82.8%, a decrease from 2014-15 rate of 84.4% and is an area of greatest need.
- Central USD needs to continue 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 97.2% appropriately credentialed, 0 teacher misassignments and 0 vacancies in the district. District retention rate of teachers is 98%.

- Our schools continue to maintain 61.9% percent of schools receiving a good or exemplary rating on the Facilities Inspection Tool (FIT). There is also stakeholder support and identified need for the implementation of the Facilities Master Plan.
- 100% of students have access to state adopted, standards aligned core materials.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism as measured by % students with 10% or more absenteeism.	2016-17 13.43%	13%	12%	11%
HS Graduation Rate	2015-16 82.8%	85%	87%	89%
Suspension Rate	2014-15 5.6	5.5	5.0	4.5
Facilities Maintained as measured by annual FIT	2015-16 61.9% sites FITs scored 'good' or higher	80% sites Facilities Maintained ('good' or higher)	2018-20 Indicator will measure: "100 % of Facilities maintained through the Facilities Inspection Tool"	100 % of Facilities maintained through the Facilities Inspection Tool
9-12 School Climate Index (based on California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey)	2016-17 293	313	343	363

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7-8 School Climate Index (based on California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey)	2016-17 374	394	414	424
K-6 California Healthy Kids Survey Key School Climate Indicators	2016-17 School Connectedness-57% Meaningful Participation-23% Feel Safe at School-77%	School Connectedness-62% Meaningful Participation-33% Feel Safe at School-87%	School Connectedness-66% Meaningful Participation-43% Feel Safe at School-97%	School Connectedness-71% Meaningful Participation-53% Feel Safe at School-100%
Expulsion Rate	2014-15 0.3	0.2	0.1	Maintain 0.1 expulsion rate
Properly Credentialed teaches with no misassignments nor vacancies as measured by credentials or SARC review.	2015-16 97.2% Properly Credentialed with no misassignments or vacancies	100% Properly Credentialed with no misassignments or vacancies	100% Properly Credentialed with no misassignments or vacancies	100% Properly Credentialed with no misassignments or vacancies
Sufficient core instructional materials as measured by SARC	2015-16 100% sufficient instructional materials	100% sufficient instructional materials	100% sufficient instructional materials	100% sufficient instructional materials
High School Drop out Rate	2015-16 2.1%	1.9%	1.7%	1.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Drop out Rate	2015-16 .20%	0.1%	0%	0%
Attendance Rate as measured by district average attendance	2015-16 95.3%	97%	Maintain 97% or higher	Maintain 97% or higher
Access to broad course of study as measured by review of teacher an/ore master schedules	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	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
Outcomes of broad course of study as measured by number of elective sections offered at middle school and high school	2016-17 61 total middle school electives (average of 20.3) 109 high school electives	Enhance and maintain electives at middle and high school (minimum of 61 total middle school electives and 109 high school electives)	Enhance and maintain electives at middle and high school (minimum of 61 total middle school electives and 109 high school electives)	Enhance and maintain electives at middle and high school (minimum of 61 total middle school electives and 109 high school electives)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
Specific Student Groups: [Specific Student Group(s)]

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD will provide appropriately credentialed staff and student transportation for basic needs and to meet student needs, reduce class size, and to address growth positions based on need (e.g. EL, Foreign Language and SpEd).

The district will continue to partner with Institutions of Higher Education (IHEs) to support in-district 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 lowering class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning.

2018-19 Actions/Services

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 in-district 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 lowering class size, teachers will be able to effectively engage students in

2019-20 Actions/Services

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 in-district 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 lowering class size, teachers will be able to effectively engage students in

Central USD will offer a broad course of study and provide a variety of programs offered at the elementary and secondary level.

Finally, the district will investigate stakeholder support for implementation of the Seal of Biliteracy and support for future development of Dual Immersion Programs in Central USD.

more hands-on, one on one activities, thereby increasing engagement and learning. Elementary sites will be provided an additional FTE for Physical Education staff. Special Education staff will add one FTE for an Autism Specialist.

Central USD will offer a broad course of study and provide a variety of programs offered at the elementary and secondary level.

Finally, the district will investigate stakeholder support for implementation of the Seal of Biliteracy and support for future development of Dual Immersion Programs in Central USD.

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Central USD will offer a broad course of study and provide a variety of programs offered at the elementary and secondary level.

Finally, the district will investigate stakeholder support for implementation of the Seal of Biliteracy and support for future development of Dual Immersion Programs in Central USD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	44,713,580.82	45,607,851.58	46,520,009.72
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	9,173,112.91	9,356,575.54	9,543,706.48
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	21,106,708.38	21,803,415.92	23,523,981.82
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	1,804,646.65	1,804,647.20	1,804,647.20
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	8,648,085.69	8,148,086.05	8,148,086.05
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	929,518.25	929,518.25	929,518.33
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	10,048.84	10,249.82	10,454.81
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	208,996.81	213,176.75	217,440.28
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	71,730.90	90,915.00	98,088.82
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	204,908.32	204,908.32	204,908.32
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	19,153.84	19,153.84	19,153.84
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	800.00	800.00	800.00
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	22,252.00	22,252.00	22,252.00
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Support-Tier 1) to ensure the district is effective in meeting student needs to be engaged and connected to school.

This MTSS would include 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 .

2018-19 Actions/Services

Central USD will continue to support and refine a Multi-Tiered System of Support (MTSS Behavior Support-Tier 1) by adding one FTE for an additional psychologist and one FTE for an intervention counselor to ensure the district is effective in meeting student needs to be engaged and connected to school.

This MTSS would include 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 .

2019-20 Actions/Services

Central USD will continue to support and refine a Multi-Tiered System of Support (MTSS Behavior Support-Tier 1) by adding one FTE for an additional psychologist and one FTE for an intervention counselor to ensure the district is effective in meeting student needs to be engaged and connected to school.

This MTSS would include 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 .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	699,878.33	713,875.90	728,153.41
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	79,961.56	81,560.79	83,192.01
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	289,326.12	301,845.76	322,116.43
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	6,700.00	6,700.00	6700.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	9,931.98	9,931.98	9,931.98
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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. Unduplicated students also have higher suspension rates than other students in Central USD as identified in the CA School's Dashboard.

To meet this unduplicated student need, Central USD will provide additional services for the Multi-Tiered System of Support (MTSS-Behavior Support Tier 2-3) principally directed toward the unduplicated pupils to meet their needs around engagement and school

2018-19 Actions/Services

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. Unduplicated students also have higher suspension rates than other students in Central USD as identified in the CA School's Dashboard.

To meet this unduplicated 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

2019-20 Actions/Services

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. Unduplicated students also have higher suspension rates than other students in Central USD as identified in the CA School's Dashboard.

To meet this unduplicated 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

connectedness. Central USD will improve and increase services to the unduplicated students by providing additional support personnel such as CenCal Mentoring and Comprehensive Youth Services (CYS) to increase one to one connections at school.

As a result of providing this support, Central USD expects that unduplicated students will experience a decrease suspension rates as well as increase student engagement and improve school climate.

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 CIS to increase one to one connections at school. To improve school safety, the district will add two FTE's for middle school Safety Liaisons and add expanded contracts for increased law enforcement support.

As a result of providing this support, Central USD expects that unduplicated students will experience a decrease suspension rates as well as increase student engagement and improve school climate.

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 CIS to increase one to one connections at school. To improve school safety, the district will add two FTE's for middle school Safety Liaisons and add expanded contracts for increased law enforcement support.

As a result of providing this support, Central USD expects that unduplicated students will experience a decrease suspension rates as well as increase student engagement and improve school climate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	248,326.00	248,326.00	248,326.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures CenCal & CIS Contracts	5000-5999: Services And Other Operating Expenditures CenCal & CIS Contracts	5000-5999: Services And Other Operating Expenditures CenCal & CIS Contracts
Amount	606,201.17	618,325.18	630,691.69
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	553,440.67	564,509.48	575,799.68
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	606,773.37	618,908.84	631,287.01
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD will develop a Multi-Tiered System of Support (MTSS

2018-19 Actions/Services

Central USD will continue to support a Multi-Tiered System of Support (MTSS

2019-20 Actions/Services

Central USD will continue to support a Multi-Tiered System of Support (MTSS

Social/Emotional Support -Tier 1) for students to ensure a 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 decreases in suspension rates and increases in attendance rates.

Social/Emotional Support -Tier 1) for students to ensure a 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 decreases in suspension rates and increases in attendance rates.

Social/Emotional Support -Tier 1) for students to ensure a 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 decreases in suspension rates and increases in attendance rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	406,622.73	414,755.18	423,050.29
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	199,468.69	216,297.69	230,240.27
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students with Disabilities, Homeless
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD will develop a Multi-Tiered System of Support (MTSS Social/Emotional Tier 2-3) for unduplicated students 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.

2018-19 Actions/Services

Central USD refine and support a Multi-Tiered System of Support (MTSS Social/Emotional Tier 2-3) for unduplicated students 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.

2019-20 Actions/Services

Central USD will refine and support a Multi-Tiered System of Support (MTSS Social/Emotional Tier 2-3) for unduplicated students 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 will experience decreases in suspension rates and increases in attendance rates.

As a result of providing this support, Central USD expects that unduplicated students will experience decreases in suspension rates and increases in attendance rates.

As a result of providing this support, Central USD expects that unduplicated students will experience decreases in suspension rates and increases in attendance rates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	882,359.83	900,007.03	918,007.17
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Secondary Counselors	1000-1999: Certificated Personnel Salaries Secondary Counselors	1000-1999: Certificated Personnel Salaries Secondary Counselors
Amount	553,440.68	564,509.49	575,799.68
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	712,006.99	713,956.92	732,948.48
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Promote and increase participation in school activities that create students' positive connections to school. Continue to provide 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, Academic Pentathlon/Decathlon)

2018-19 Actions/Services

Promote and increase participation in school activities that create students' positive connections to school. Continue to provide high quality VAPA program in dance, music, theater and visual arts. Expand VAPA course offerings at secondary with an additional FTE for middle school choir.

Continue to provide co-curricular activities. (eg. History Day, Science Fair, Young Authors Fair, Robotics, Academic Pentathlon/Decathlon)

2019-20 Actions/Services

Promote and increase participation in school activities that create students' positive connections to school. Continue to provide high quality VAPA program in dance, music, theater and visual arts. Expand VAPA course offerings at secondary with an additional FTE for middle school choir.

Continue to provide co-curricular activities. (eg. History Day, Science Fair, Young Authors Fair, Robotics, Academic Pentathlon/Decathlon)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,529,059.67	1,559,640.86	1,590,833.68
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	147,418.71	150,367.08	153,374.43
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	597,173.41	626,891.10	650,457.17
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	146,615.41	146,615.41	146,615.41
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	189,611.18	189,611.18	189,611.18
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	26,000.00	26,000.00	26,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	11,465.44	11,465.44	11,465.44
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: [Specific Student Group(s)]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.

2018-19 Actions/Services

Provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.

2019-20 Actions/Services

Provide facilities and operations to meet program needs including lab, classrooms, libraries, and fields.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,405,019.01	4,493,119.39	4,582,981.78
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Facilities	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	2,183,948.87	2,311,184.08	2,394,186.82
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	646,538.49	646,538.49	646,538.49
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	421,182.88	421,182.88	421,182.88
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	313,170.50	313,170.50	313,170.50
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	3,063,478.18	3,006,399.00	2,897,352.00
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount	1,492,160.65	1,522,003.86	1,552,443.94
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	677,960.16	754,596.98	810,796.61
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	521,644.00	521,644.00	521,644.00
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	1,178,691.32	1,178,691.32	1,178,691.32
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	640,278.14	640,278.14	640,278.14
Source	State Categorical Funding	State Categorical Funding	State Categorical Funding
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo
Amount	8,920.97	8,920.97	8,920.97
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	299,443.10	299,443.10	299,443.10
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	343,253.00	343,253.00	343,253.00
Source	Other Local Funds	Other Local Funds	Other Local Funds
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

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:

Identified Need:

Central USD will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator. Total number of parent workshops provided to engage families has increased from 50 to 89 (as of 12/31/16) and total numbers of parents participating in classes/workshops has increased from 412 mid year 2015 to 1601 in December of 2016. The district will continue providing quality parent education based on parent interest and need. Central USD will encourage parent participation in providing input and being a part of the decision making process.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
K-12 Local Parent Survey	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%	"There are ways for me to be involved at my child's school." 90% "The school is a safe place where bullying and disrespect are not tolerated." 67%	"There are ways for me to be involved at my child's school." 92% "The school is a safe place where bullying and disrespect are not tolerated." 72%	"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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Workshop Participation	2016-17 Parents Participation Attendance-1601 (thru December 2016)	Increase number of parents participating in district and school parent workshops, orientations, and activities.	Continue to increase number of parents participating in district and school parent workshops, orientations, and activities.	Continue to increase number of parents participating in district and school parent workshops, orientations, and activities.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Based on the data provided by the CA School Dashboard the EL progress indicator (ELPI) and ELA/Math performance on CAASPP show that unduplicated students are not yet achieving at a green or higher level.

In order to increase parent engagement and promote student learning, Central USD will provide 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 risk students and English Learners, Central USD will identify personnel and provide training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships. This action is meant to specifically focus on the needs of our unduplicated population and principally directed towards unduplicated pupils to meet their needs and 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 involvement and feelings of engagement at school for

2018-19 Actions/Services

Based on the data provided by the CA School Dashboard the EL progress indicator (ELPI) and ELA/Math performance on CAASPP show that unduplicated students are not yet achieving at a green or higher level.

In order to increase parent engagement and promote student learning, Central USD will provide 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 risk students and English Learners, Central USD will identify personnel and provide training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships. This action is meant to specifically focus on the needs of our unduplicated population and principally directed towards unduplicated pupils to meet their needs and 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 involvement and feelings of engagement at school for

2019-20 Actions/Services

Based on the data provided by the CA School Dashboard the EL progress indicator (ELPI) and ELA/Math performance on CAASPP show that unduplicated students are not yet achieving at a green or higher level.

In order to increase parent engagement and promote student learning, Central USD will provide 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 risk students and English Learners, Central USD will identify personnel and provide training to establish teams of certified facilitators for the delivery of district parent training modules based on parent interest and need to expand the capacity of the district to offer workshops and build relationships. This action is meant to specifically focus on the needs of our unduplicated population and principally directed towards unduplicated pupils to meet their needs and 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 involvement and feelings of engagement at school for

parents of unduplicated students. With the focus of these teams on the families of unduplicated students, (including pregnant and parenting teens) Central USD expects to help them engage at school, increase parent empowerment, and help their children close achievement gaps.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	49,939.11	50,937.89	51,447.27
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	26,739.75	30,743.64	32,829.02
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	5,532.66	5,532.66	5,532.66
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	1,760.69	1,760.69	1,760.69
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 the ELPI.

In an effort engage parents of struggling students, Central USD will provide and expand 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)

2018-19 Actions/Services

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 the ELPI.

In an effort engage parents of struggling students, Central USD will provide and expand parent outreach services through highly trained support staff including: 4 Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family

2019-20 Actions/Services

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 the ELPI.

In an effort engage parents of struggling students, Central USD will provide and expand parent outreach services through highly trained support staff including: 4 Community Liaisons- Bilingual (Spanish, Punjabi, Hmong) for K-6 schools, a Family

and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on unduplicated students and their 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.

Outreach Liaison at secondary (Spanish) and interpretation/translation personnel- (Spanish, Punjabi, Hmong) available to all schools. These staff members will focus on unduplicated students and their families to provide support and access to resources to help them engage at school and close achievement gaps.

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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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100,456.40	102,465.53	104,514.84
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	43,585.64	52,747.68	54,642.66
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	41,714.01	41,714.01	41,714.01
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	10,404.66	8,168.44	8168.44
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

Specific Student Groups: Students with Disabilities, Homeless	
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OR

Actions/Services

Budgeted Expenditures

Action 4

Specific Student Groups: Students with Disabilities, Homeless	
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OR

Actions/Services

Budgeted Expenditures

Action 5

Specific Student Groups: Students with Disabilities, Homeless	
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OR

Actions/Services

Budgeted Expenditures

Action 6

Specific Student Groups: Students with Disabilities, Homeless

OR

Actions/Services

Budgeted Expenditures

Action 7

Specific Student Groups: Students with Disabilities, Homeless

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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:

Identified Need:

Not all English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is low (orange). Of the 22 schools in our district 7 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. Low (orange) schools are: Polk, Houghton-Kearney, River Bluff and Roosevelt. Very schools (red) are: Madison, Steinbeck, and Central High School. Local data indicates that Tilley should be included as a high need school for English Learners as well.

There was a 1.4% decrease in ELs advancing one level per year on their English Language Assessment (CELDT). CAASPP data indicates EL students meeting or nearly meeting standards lag behind all other student groups by 32% in ELA and 20% in Math.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of ELs who make progress toward proficiency measured by CELDT	2016-17 54.7%	55.7%	56.7%	ELPAC Baseline
Reclassification rate	2015-16 18.7%	Maintain rate and/or meet or exceed state reclassification rate average of 13.3%	Maintain rate and/or meet or exceed current state reclassification rate average	Maintain rate and/or meet or exceed current state reclassification rate average
EL access to state standards/ELD standards (State Reflection Tool)	2016-17 Average score 2.3	Average score 3.0	Average score 3.7	Average score 4.2

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

CELDT performance data indicates ELs (unduplicated students) and not progressing towards proficiency in English. Further, CAASPP data indicates that ELs students meeting or nearly meeting standards lag behind all other student groups by 32% in ELA and 20% 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 classroom teacher and administrative staff training to develop deep knowledge of the ELA/ELD Framework. The training to practice will include how to best utilize the newly adopted Integrated and Designated ELD materials in the classroom to accelerate English language acquisition and mastery of ELA standards.

In addition, the district 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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

CELDT performance data indicates ELs (unduplicated students) and not progressing towards proficiency in English. Further, CAASPP data indicates that ELs students meeting or nearly meeting standards lag behind all other student groups by 32% in ELA and 20% 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.

In addition, the district 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

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

CELDT performance data indicates ELs (unduplicated students) and not progressing towards proficiency in English. Further, CAASPP data indicates that ELs students meeting or nearly meeting standards lag behind all other student groups by 32% in ELA and 20% in Math.

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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 in EL students meeting or nearly meeting standards in ELA/and Math as measured by the CAASPP.

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in increased EL proficiency in English as well as improvement in EL students meeting or nearly meeting standards in ELA/and Math as measured by the CAASPP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	98,460.52	100,429.73	\$102,438.33
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	31,024.91	30,344.59	31,794.95
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	8,265.32	8,265.32	8,265.32
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	25,200.00	25,200.00	25,200.00
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	3,552.63	3,552.63	3,552.63
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: [Specific Student Group(s)]
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years).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

2018-19 Actions/Services

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2019-20 Actions/Services

Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years).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.

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It is our expectation that this PD and instructional support will help LTELs successfully reclassify and become college, career, and community ready.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	96,283.77	98,209.45	100,173.63
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Supervisor, EL Migrant & EL Instructional Support Coach	1000-1999: Certificated Personnel Salaries Supervisor, EL Migrant & EL Instructional Support Coach
Amount	31,269.91	34,264.79	35,416.12
Source	Federal Categorical Funding	Federal Categorical Funding	Federal Categorical Funding
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Supervisor, EL Migrant & EL Instructional Support Coach	3000-3999: Employee Benefits Supervisor, EL Migrant & EL Instructional Support Coach

Amount	6,047,074.78	6,168,016.28	6,291,376.61
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers	1000-1999: Certificated Personnel Salaries Teachers	1000-1999: Certificated Personnel Salaries Teachers
Amount	2,217,143.14	2,829,781.53	3,019,808.74
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Teachers	3000-3999: Employee Benefits Teachers	3000-3999: Employee Benefits Teachers

Action 3

Specific Student Groups: Students with Disabilities, Homeless	
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OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$24,268,887

Percentage to Increase or Improve Services

20.82%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Using the calculation tool provided by the state, Central Unified School District (CUSD), has estimated that the minimum supplemental and concentration grant funding is \$ 24,268,887 under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include: developing a MTSS for academically at risk students that includes tutoring and intervention to address literacy and automaticity in mathematics, increase college awareness and career counseling for unduplicated students, providing technology and training to improve equity of access for unduplicated students, improving access to CTE pathways for unduplicated students, increasing unduplicated student access to highly qualified staff and support personnel, developing a MTSS to support student behavior, developing a MTSS to support student social/emotional learning and continue to increase access to psychology, counseling and mentoring services, providing a professional parent engagement system to support families of unduplicated students, providing support staff to engage and expand parent outreach services for families of unduplicated students, delivering parent training modules based on unduplicated parent interest and need, revise and refine the master plan for ELs, to address appropriate scheduling, progress monitoring, and effective use of data, as well as teacher training to develop deep knowledge of the ELA/ELD Framework with at-the-elbow coaching for teachers of English Learners and Long Term English Learners to better serve our highly at risk and mobile population of English Learners, Socio-economically disadvantaged students and Foster Youth.

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Central USD be effective in meeting the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping those students close equity gaps and meet the goals of Central USD. Since our unduplicated student population count is 67.1%, all of these actions and services are being performed on a school wide or district wide basis in order to increase efficiency delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 20.82%. Central USD has demonstrated that it has met the 20.82% proportionality percentage by expending all \$24,268,887 funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	167,544,343.03	178,053,243.51	167,544,343.03	169,544,056.02	175,019,995.97	512,108,395.02
Federal Categorical Funding	10,802,650.32	12,745,891.97	10,802,650.32	11,371,727.93	11,698,326.60	33,872,704.85
LCFF	133,923,409.36	137,226,229.78	133,923,409.36	135,504,788.68	141,448,660.59	410,876,858.63
Lottery	795,000.00	1,036,915.76	795,000.00	795,000.00	795,000.00	2,385,000.00
Other Local Funds	4,202,360.91	6,569,139.40	4,202,360.91	3,574,518.50	2,996,095.84	10,772,975.25
State Categorical Funding	17,820,922.44	20,475,066.60	17,820,922.44	18,298,020.91	18,081,912.94	54,200,856.29

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	167,544,343.03	178,053,243.51	167,544,343.03	169,544,056.02	175,019,995.97	512,108,395.02
1000-1999: Certificated Personnel Salaries	72,147,221.77	73,502,621.90	72,147,221.77	73,847,717.57	75,778,211.03	221,773,150.37
2000-2999: Classified Personnel Salaries	23,199,831.62	23,213,976.34	23,199,831.62	23,663,828.61	24,137,104.64	71,000,764.87
3000-3999: Employee Benefits	37,368,124.54	37,656,629.78	37,368,124.54	40,027,229.05	42,885,797.84	120,281,151.43
4000-4999: Books And Supplies	10,063,144.45	10,700,910.66	10,063,144.45	8,489,440.00	9,612,352.65	28,164,937.10
5000-5999: Services And Other Operating Expenditures	15,215,594.72	16,077,256.90	15,215,594.72	14,715,595.08	14,680,515.16	44,611,704.96
6000-6999: Capital Outlay	1,736,224.92	6,681,100.22	1,736,224.92	1,736,224.92	1,621,726.38	5,094,176.22
7000-7439: Other Outgo	4,750,722.83	10,220,747.71	7,814,201.01	7,064,020.79	6,304,288.27	21,182,510.07
	3,063,478.18					

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	167,544,343.0 3	178,053,243.5 1	167,544,343.0 3	169,544,056.0 2	175,019,995.9 7	512,108,395.0 2
1000-1999: Certificated Personnel Salaries	Federal Categorical Funding	2,131,375.30	2,965,777.23	2,131,375.30	2,174,002.81	2,217,482.87	6,522,860.98
1000-1999: Certificated Personnel Salaries	LCFF	61,998,023.87	62,056,065.32	61,998,023.87	63,584,137.50	65,317,359.36	190,899,520.7 3
1000-1999: Certificated Personnel Salaries	Other Local Funds	345,520.77	394,851.57	345,520.77	352,431.19	359,479.81	1,057,431.77
1000-1999: Certificated Personnel Salaries	State Categorical Funding	7,672,301.83	8,085,927.78	7,672,301.83	7,737,146.07	7,883,888.99	23,293,336.89
2000-2999: Classified Personnel Salaries	Federal Categorical Funding	4,039,740.20	3,957,400.19	4,039,740.20	4,120,535.00	4,202,945.70	12,363,220.90
2000-2999: Classified Personnel Salaries	LCFF	17,119,827.97	17,227,134.58	17,119,827.97	17,462,224.89	17,811,468.85	52,393,521.71
2000-2999: Classified Personnel Salaries	Other Local Funds	434,888.69	433,164.62	434,888.69	443,586.47	452,458.19	1,330,933.35
2000-2999: Classified Personnel Salaries	State Categorical Funding	1,605,374.76	1,596,276.95	1,605,374.76	1,637,482.25	1,670,231.90	4,913,088.91
3000-3999: Employee Benefits	Federal Categorical Funding	2,317,312.78	2,421,787.38	2,317,312.78	2,762,947.69	2,963,655.60	8,043,916.07
3000-3999: Employee Benefits	LCFF	31,245,174.79	31,287,725.86	31,245,174.79	33,028,826.83	35,404,032.84	99,678,034.46
3000-3999: Employee Benefits	Other Local Funds	290,461.70	300,831.95	290,461.70	340,141.65	364,574.65	995,178.00
3000-3999: Employee Benefits	State Categorical Funding	3,515,175.27	3,646,284.59	3,515,175.27	3,895,312.88	4,153,534.75	11,564,022.90
4000-4999: Books And Supplies	Federal Categorical Funding	656,718.23	1,004,984.43	656,718.23	656,718.23	656,718.23	1,970,154.69
4000-4999: Books And Supplies	LCFF	7,438,005.10	7,082,674.05	7,438,005.10	5,864,300.65	7,459,547.65	20,761,853.40
4000-4999: Books And Supplies	Lottery	524,729.48	1,024,187.57	524,729.48	524,729.48	524,729.48	1,574,188.44
4000-4999: Books And Supplies	Other Local Funds	295,197.49	474,527.96	295,197.49	295,197.49	295,197.49	885,592.47
4000-4999: Books And Supplies	State Categorical Funding	1,148,494.15	1,114,536.65	1,148,494.15	1,148,494.15	676,159.80	2,973,148.10

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Federal Categorical Funding	1,052,772.42	1,684,180.19	1,052,772.42	1,052,772.42	1,052,772.42	3,158,317.26
5000-5999: Services And Other Operating Expenditures	LCFF	11,507,834.87	11,054,941.15	11,507,834.87	11,007,835.23	11,007,835.23	33,523,505.33
5000-5999: Services And Other Operating Expenditures	Lottery	270,270.52	12,728.19	270,270.52	270,270.52	270,270.52	810,811.56
5000-5999: Services And Other Operating Expenditures	Other Local Funds	337,917.59	475,584.06	337,917.59	337,917.59	337,917.59	1,013,752.77
5000-5999: Services And Other Operating Expenditures	State Categorical Funding	2,046,799.32	2,849,823.31	2,046,799.32	2,046,799.32	2,011,719.40	6,105,318.04
6000-6999: Capital Outlay	LCFF	1,277,673.30	4,221,644.89	1,277,673.30	1,277,673.30	1,277,673.38	3,833,019.98
6000-6999: Capital Outlay	Other Local Funds	344,053.00	1,869,976.48	344,053.00	344,053.00	344,053.00	1,032,159.00
6000-6999: Capital Outlay	State Categorical Funding	114,498.62	589,478.85	114,498.62	114,498.62	0.00	228,997.24
7000-7439: Other Outgo	Federal Categorical Funding	604,731.39	711,762.55	604,731.39	604,751.78	604,751.78	1,814,234.95
7000-7439: Other Outgo	LCFF	273,391.28	4,296,043.93	3,336,869.46	3,279,790.28	3,170,743.28	9,787,403.02
7000-7439: Other Outgo	Other Local Funds	2,154,321.67	2,620,202.76	2,154,321.67	1,461,191.11	842,415.11	4,457,927.89
7000-7439: Other Outgo	State Categorical Funding	1,718,278.49	2,592,738.47	1,718,278.49	1,718,287.62	1,686,378.10	5,122,944.21
		3,063,478.18					

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	47,094,920.51	51,729,847.95	47,094,920.51	46,595,843.87	48,562,827.42	142,253,591.80
Goal 2	111,611,014.62	116,783,558.06	111,611,014.62	113,356,077.29	116,538,532.63	341,505,624.54
Goal 3	280,132.92	268,738.41	280,132.92	294,070.54	300,609.59	874,813.05
Goal 4	8,558,274.98	9,271,099.09	8,558,274.98	9,298,064.32	9,618,026.33	27,474,365.63
Goal 5			0.00	0.00	0.00	0.00

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