



CLOVIS

U N I F I E D

SCHOOL DISTRICT

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)

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Clovis Unified School District	Eimear O'Farrell Superintendent	eimearofarrell@cusd.com 559-3279000

2017-20 Plan Summary

The Story

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

Clovis Unified School District (CUSD) became a school district upon unification in 1960 with just over 5,037 students attending in the 1960--61 school year. Today CUSD is a district of more than 43,000 students and 6,400 employees covering an attendance area of 198 square miles of the San Joaquin Valley. The district boundaries include most of the City of Clovis, 20% of Fresno and a small portion of unincorporated Fresno County. CUSD is comprised of 5 high schools, 5 intermediate schools, 33 elementary schools, 4 alternative education schools, 1 adult school, 1 online charter school, the Center for Advanced Research and Technology (CART), and 1 outdoor and environmental education school. CUSD enrollment is comprised of 38.2% White, 38.2% Hispanic, 14.0% Asian, 3.2% African American, and 6.4% other. 19,194 (44.4%) of the students are Socioeconomically Disadvantaged, 3,597 (8.3%) are Special Needs, 2,126 (4.9%) English Learners, 40 (<1%) Homeless, and 180 (<1%) Foster Youth. CUSD strives to be America's benchmark for excellence in education. Our mission puts action to this vision. Our efforts should be focused on the creation of a quality educational system that meets the academic, physical and social needs of our

students and inspires them on to greater success. Our mission is, “To be a quality educational system providing the resources for all students to reach their potential in mind, body and spirit.” In the words of CUSD’s founding Superintendent Doc Floyd B. Buchanan, “Our philosophy is very simple: A fair break for every kid.” In Clovis we know that every child can learn and that we can teach and meet the educational needs of ALL children.

LCAP Highlights

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

Listed below is a summary of the proposed additions to the 2017-2020 LCAP as compared to the prior year LCAP.

Funding and Budget:

Supplemental Funding

2018-19 45.10% unduplicated students; 45.10% is the projection for 2019-20

The 2018-19 Supplemental Fund Allocation was \$4,278,282 in new funding compared to the estimated 2019-20 Supplemental Fund Allocation of \$1,930,826 in new funding.

Recommended additions to the 2019-20 LCAP Actions and Services include:

- Increase social-emotional and behavioral support.
- Expand Career Technical Education Courses by supporting high schools’ allocated personnel.
- Boost safety and security resources at the elementary level.

It is recommended that all existing Actions and Services remain in place.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Based on a review of state and local indicators of student performance Clovis Unified is most proud of:

California School Dashboard

Each performance category on the equity and status and change report is represented by a color. Blue and Green are performance targets. Yellow, Orange and Red means there is work to be done.

Clovis Unified Equity Report:

- Blue: English Language Arts
- Green: Suspension Rate, Graduation Rate, College/Career, and Mathematics

Clovis Unified Student Group Report:

Blue:

- Chronic Absenteeism: Filipino
- Suspension Rate: Filipino
- Graduation Rate: Asian, Filipino, Two or More Races
- College/Career: Asian, Two or More Races
- English Language Arts: All Students, Asian, Filipino, White, Two or More Races
- Mathematics: Asian, Filipino, Two or More Races

On each of the reported state indicators Clovis Unified has an overall status of:

- Medium in Chronic Absenteeism, Suspension Rate
- High in Graduation Rate, College/Career, Mathematics
- Very High in English Language Arts

Local Self-Assessment: Annual District Survey Results Indicated:

- 96% of Clovis Unified parents/guardians feel that their school provides a quality education that promotes academic success.
- 88% of parents/guardians feel welcome to participate at the school.
- 90% of Clovis Unified parents/guardians feel the schools maintain a safe and secure school environment.
- 91% of Clovis Unified parents/guardians feel the school has a positive climate.
- 89% of Clovis Unified students feel their school wants them to succeed.
- 77% of Clovis Unified students feel they have access to excellent teachers.
- 85% of Clovis Unified students feel their school is a safe place for learning.
- 89% of Clovis Unified teachers enjoy the working environment at school.
- 91% of Clovis Unified teachers feel the school is a safe and secure learning environment.

Clovis Unified School District will maintain all current actions/services in an effort to continue our successes.

Additions to the LCAP actions/services include:

- Increase social-emotional and behavioral support
- Expand Career Technical Education Courses by supporting high schools' allocated personnel
- Boost safety and security resources at the elementary level

Stakeholder Input:

Clovis Unified prides itself on gathering feedback from its stakeholders. Every site held informational LCAP meetings to gather additional stakeholder feedback. Feedback was synthesized and communicated at the CUSD LCAP Parent Advisory Meeting held on April 8, 2019. New Actions/Services were added based on the stakeholder feedback gathered at all our meetings held during the 2018--2019 school year.

Clovis Unified surveys all 12th grade students towards the end of their senior year. Clovis Unified also surveys all students in grades 4-11. This survey was designed to understand student experiences and perceptions on their school environment.

Clovis Unified uses a continuous improvement model. We will continue to monitor programs to ensure we build upon our successes ensuring that low- income students, English learners, and foster youth students perform at high levels.

Referring to the California School Dashboard, 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

Clovis Unified Student Group Report Indicated:

- Students with Disabilities showed ‘Red’ in Suspension Rate and Graduation Rate
- Foster Youth showed ‘Red’ in Graduation Rate

Clovis Unified Equity Report Indicated:

- Chronic Absenteeism: Overall Yellow

Stakeholder Input:

Clovis Unified hosted over 100 stakeholder meetings to get input from over 1,000 stakeholders in attendance during the 2018--2019 school year. At these meetings, parents/guardians, students and community members were encouraged to share input on the LCAP. Stakeholders expressed a desire to increase social-emotional and behavioral support, expand Career Technical Education courses by supporting high schools’ allocated personnel, and boost safety and security resources at the elementary level.

Area of Greatest Need:

The Clovis Unified Status and Change Report for the Overall Chronic Absenteeism indicates a status of 6.8% and a change of -0.4% which results in an ‘Yellow’ designation. Clovis Unified Student Group Report shows that Students with Disabilities performance indicators are Red in both Suspension Rate and Graduation Rate. The Students with Disabilities have a Suspension Rate status of 8.7% and a change of 0.1%. For Graduation Rate, Foster Youth have a status of 62.5% and a change of -4.2% while students with Disabilities have a status of 66.4% and a change of -4.4%. Since there are two ‘red’ designation for the Students with Disabilities Group for two consecutive years, Clovis Unified will continue receiving Designated Support from the Fresno County Superintendent of Schools to look at root causes as well as proactive interventions to address these areas. Clovis Unified will work closely with representatives from the Fresno County Superintendent of Schools and take advantage of multiple training opportunities.

The following actions/services were increased in the LCAP to address the greatest needs:

Goal 1, #13: The achievement of LI and EL students on state assessments is below all students. To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding

requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push-in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students

Goal 1, #15: The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at-risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Goal 1, #18: The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Goal 1, #30: Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post -secondary success.

Goal 1, #31: LI, FY, and EL students are often not fully engaged in the school so CUSD will continue the partnership with Comprehensive Youth Services of Fresno to support 9--12 student's physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

Goal 3, #1: Ongoing operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co--curricular programs.

Referring to the California School Dashboard, 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

Clovis Unified's CA School Dashboard Student Group Report indicated the following performance gaps:

- Suspension Rate: Students with Disabilities (Red); African American, Native Hawaiian or Pacific Islander, Two or More Races (Orange)
- Graduation Rate: Foster Youth, Students with Disabilities (Red); English Learners (Orange)
- College/Career: English Learners, Foster Youth, Homeless, African American (Orange)
- English Language Arts: Foster Youth, Students with Disabilities (Yellow)

CUSD increased funding to actions/services, refer to greatest needs above, to address the performance gaps indicated on the student group report.

Comprehensive Support and Improvement

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

Schools Identified

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

Clovis Unified has two schools that have been identified for comprehensive support and improvement (CSI): Clovis Community Day Secondary was identified as Low Performing (Received two indicators on the CA Dashboard: Orange for Chronic Absenteeism, Red for Suspension Rate) and Gateway High School for graduation rate (Two year average graduation rate of 60.8%).

Support for Identified Schools

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

The LEA and administrative teams from both sites met to develop the CSI plan that included a school level needs assessment and evidence-based interventions for Clovis Community Day School Secondary (CCDSS) and Gateway High (Continuation).

The improvement planning and implementation efforts included:

- Capacity building
- Partnering with stakeholders (school principals, teachers, and parents)
- Conducting a needs assessment
- Identification/development of evidence-based interventions, strategies, and/or activities
- The use of data to monitor program effectiveness

The team determined that resource inequities did not occur.

Monitoring and Evaluating Effectiveness

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

The LEA will review CA School Dashboard data for both Gateway High School (Continuation) and Clovis Community Day School Secondary to evaluate the overall effectiveness of the CSI plan to support student and school improvement. The CUSD Data Insight visualizations will be utilized for ongoing and frequent monitoring of the CSI plan. Policies and practices may be modified to improve student outcomes in schools meeting the criteria for CSI.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Maximize Achievement for ALL Students

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
A-G Completion Rate

18-19
64%

Baseline
62.0%

Refer to Data Appendix

Metric/Indicator
Percent of EL students scoring

Advanced or Early Advanced on CELDT

18-19
55%

Baseline
51%

Refer to Data Appendix

Expected

Actual

Metric/Indicator

EL Reclassification Rate

18-19

9.8%

Baseline

9.4%

Refer to Data Appendix

Metric/Indicator

Middle School Drop Out Rate

18-19

0%

Baseline

0%

Refer to Data Appendix

Metric/Indicator

High School Drop Out Rate

18-19

2.7%

Baseline

2.9%

Refer to Data Appendix

Metric/Indicator

AP Course Enrollment

18-19

24.5%

Baseline

23.6%

Refer to Data Appendix

Metric/Indicator

AP Course Offering

18-19

24

Baseline

24

Refer to Data Appendix

Metric/Indicator

Percent of students scoring 3 or higher on AP exams

18-19

71%

Refer to Data Appendix

Expected

Actual

<p>Baseline 69%</p>	
<p>Metric/Indicator Percent of students classified as ready for college level coursework as determined by Early Assessment Program (EAP) in ELA</p> <p>18-19 40%</p> <p>Baseline 38%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Percent of students classified as ready for college level coursework as determined by Early Assessment Program (EAP) in Math</p> <p>18-19 18%</p> <p>Baseline 16%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Graduation Rate</p> <p>18-19 95%</p> <p>Baseline 94.6%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Percent of 4 year cohort that completed at least 1 CTE Pathway</p> <p>18-19 44%</p> <p>Baseline 40%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Percent of Students who Met or Exceeded Standard on ELA CAASPP</p> <p>18-19 69%</p> <p>Baseline 67%</p>	<p>Refer to Data Appendix</p>

Expected

Actual

Metric/Indicator
Percent of Students who Met or Exceeded Standard on Math CAASPP
18-19
56%
Baseline
54%

Refer to Data Appendix

Metric/Indicator
Percent earning Healthy Fitness Zone in Grades 5
18-19
61%
Baseline
59%

Refer to Data Appendix

Metric/Indicator
Percent earning Healthy Fitness Zone in Grades 7
18-19
62%
Baseline
61%

Refer to Data Appendix

Metric/Indicator
Percent earning Healthy Fitness Zone in Grades 9
18-19
56.5%
Baseline
55.4%

Refer to Data Appendix

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 instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.

Technology staff was hired to maintain network and provide support to staff. Technology upgrades were purchased. Student computers were purchased.

1000-1999: Certificated Personnel Salaries LCFF Base \$112,974

1000-1999: Certificated Personnel Salaries LCFF Base \$103,934

2000-2999: Classified Personnel Salaries LCFF Base \$3,345,736

2000-2999: Classified Personnel Salaries LCFF Base \$3,233,290

3000-3999: Employee Benefits LCFF Base \$1,751,499

3000-3999: Employee Benefits LCFF Base \$1,696,029

4000-4999: Books And Supplies LCFF Base \$6,493,978

4000-4999: Books And Supplies LCFF Base \$3,882,851

5000-5999: Services And Other Operating Expenditures LCFF \$399,022

5000-5999: Services And Other Operating Expenditures LCFF Base \$792,719

Action 2

Planned Actions/Services

Reduce class sizes in grades K--3 and 4--6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Actual Actions/Services

Class sizes were reduced in K-3 to 25.3 and overall average was lowered in 4-6 to 34.5

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$993,136

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$852,894

3000-3999: Employee Benefits LCFF Supplemental \$425,630

3000-3999: Employee Benefits LCFF Supplemental \$568,596

Action 3

Planned Actions/Services

In order to provide LI, FY, Homeless, and EL students, access to the District's performing arts program and other VAPA programs to increase engagement

Actual Actions/Services

Additional musical instruments were purchased and additional funds were provided for repairs to increase the number of students who participate in school music.

Budgeted Expenditures

4000-4999: Books And Supplies LCFF Supplemental \$329,500

Estimated Actual Expenditures

4000-4999: Books And Supplies LCFF Supplemental \$329,500

in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.



Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.	Funding was allocated for students qualifying for Special Education services.	1000-1999: Certificated Personnel Salaries LCFF, State and Federal Grants, and Local \$29,868,339	1000-1999: Certificated Personnel Salaries LCFF, State and Federal Grants, and Local \$28,904,332
		2000-2999: Classified Personnel Salaries LCFF, State and Federal Grants, and Local \$17,240,259	2000-2999: Classified Personnel Salaries LCFF, State and Federal Grants, and Local \$19,922,215
		3000-3999: Employee Benefits LCFF, State and Federal Grants, and Local \$17,117,616	3000-3999: Employee Benefits LCFF, State and Federal Grants, and Local \$21,906,639
		4000-4999: Books And Supplies LCFF, State and Federal Grants, and Local \$1,289,064	4000-4999: Books And Supplies LCFF, State and Federal Grants, and Local \$2,609,904
		5000-5999: Services And Other Operating Expenditures LCFF, State and Federal Grants, and Local \$2,874,976	5000-5999: Services And Other Operating Expenditures LCFF, State and Federal Grants, and Local \$3,573,619
			6000-6999: Capital Outlay LCFF, State and Federal Grants, and Local \$249,412
			7000-7439: Other Outgo LCFF, State and Federal Grants, and Local \$512,493

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high-need students. This action will help close the achievement gap for these students.</p>	<p>Supplemental funds were allocated for new Special Education Services primarily to the target students.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$831,239</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$349,394</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$404,118</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$114,026</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$800,800</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$340,766</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$454,108</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$108,156</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide extensive career technical education courses at all high schools, Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation</p>	<p>Funds were used to provide extensive CTE courses at all comprehensive secondary sites including CART. The District applied for and was awarded new State Grant funds to develop and improve existing pathway course offerings.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,639,278</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$185,758</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$776,479</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$1,500,730</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$57,149</p> <p>3000-3999: Employee Benefits LCFF Base and Supplemental, State Grants \$672,859</p>

and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

4000-4999: Books And Supplies LCFF Supplemental \$7,883

4000-4999: Books And Supplies LCFF Supplemental \$105,291

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$344,641

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$49,519

1000-1999: Certificated Personnel Salaries LCFF Base \$1,437,860

1000-1999: Certificated Personnel Salaries LCFF Base \$1,648,776

2000-2999: Classified Personnel Salaries LCFF Base \$267,709

2000-2999: Classified Personnel Salaries LCFF Base \$192,176

3000-3999: Employee Benefits LCFF Base \$386,129

3000-3999: Employee Benefits LCFF Base \$766,353

4000-4999: Books And Supplies LCFF Base \$140,498

4000-4999: Books And Supplies LCFF Base \$0

5000-5999: Services And Other Operating Expenditures LCFF Base \$17,843

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$1,620

1000-1999: Certificated Personnel Salaries State \$1,237,392

1000-1999: Certificated Personnel Salaries State \$234,445

2000-2999: Classified Personnel Salaries State \$211,317

2000-2999: Classified Personnel Salaries State \$12,331

3000-3999: Employee Benefits State \$873,089

3000-3999: Employee Benefits State \$325,195

4000-4999: Books And Supplies State \$424,137

4000-4999: Books And Supplies State \$1,129,303

5000-5999: Services And Other Operating Expenditures State \$132,920

5000-5999: Services And Other Operating Expenditures State \$147,963

6000-6999: Capital Outlay State \$489,095

6000-6999: Capital Outlay State \$1,067,379

		7000-7439: Other Outgo State \$55,463	7000-7439: Other Outgo State \$71,804
		1000-1999: Certificated Personnel Salaries Federal \$2,143	1000-1999: Certificated Personnel Salaries Federal \$45,745
		3000-3999: Employee Benefits Federal \$2,343	3000-3999: Employee Benefits Federal \$10,607
		4000-4999: Books And Supplies Federal \$149,382	4000-4999: Books And Supplies Federal \$55,005
		5000-5999: Services And Other Operating Expenditures Federal \$39,425	5000-5999: Services And Other Operating Expenditures Federal \$126,146
		6000-6999: Capital Outlay Federal \$8,196	6000-6999: Capital Outlay Federal \$0
		1000-1999: Certificated Personnel Salaries Local \$12,000	1000-1999: Certificated Personnel Salaries Local \$0
		4000-4999: Books And Supplies Local \$12,500	4000-4999: Books And Supplies Local \$6,008

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase connection points to school to enhance student engagement and interest, and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor, the District will reduce/eliminate student attendance charges at some VAPA and athletic events principally directed towards LI, FY, EL students. It is CUSD's experience	Funds were used to transport and provide incentives (including free/reduced admission and food) for co-curricular events, college visits, and student conferences for students and families.	4000-4999: Books And Supplies LCFF Supplemental \$285,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0	4000-4999: Books And Supplies LCFF Supplemental \$216,512 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$68,488

that FY, LI, EL, and Homeless students are often not fully engaged in school thus reducing fees will encourage greater participation. We believe that this action will positively impact those outcomes for these students.



Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide at-risk students, including LI, FY and EL support in grades 5--12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.</p>	<p>Transition Counselor/Directors (Transition Coordinators) were hired and assigned to each Area. They oversee the Transition Student Relations Liaisons and provide support primarily to the targeted students at each of our schools.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$131,253</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$1,108,708</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$786,982</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$1,394,002</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$489,785</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>At-risk students struggle in the transition from elementary, intermediate and high school. To increase the success of these students, avoid drop outs or chronic absenteeism, and increase</p>	<p>Academic counselors were hired and assigned to Transition teams to help students prepare for college and career.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$848,878</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$817,719</p>

graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

3000-3999: Employee Benefits LCFF Supplemental \$364,589

3000-3999: Employee Benefits LCFF Supplemental \$545,146

Action 10

Planned Actions/Services

Continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Actual Actions/Services

Academic counselors were added to Transition teams to help students prepare for college and career.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$548,618

3000-3999: Employee Benefits LCFF Supplemental \$213,873

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$373,204

3000-3999: Employee Benefits LCFF Supplemental \$248,803

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Licensing to provide online college and career planning, and test preparation resources to all counselors and grade 5--12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and LI students (who might not otherwise have access to these resources). It is CUSD's experience that LI, FY, and EL students are least likely to access college and career planning. We believe that this action will positively impact this outcome for these students.

A Xello district license was purchased to provide online college and career readiness resource.

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$50,000

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$50,000

Action 12

Planned Actions/Services
 Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.

Actual Actions/Services
 Student intervention services and parent engagement lessons have been provided to migrant education students.

Budgeted Expenditures
 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$21,200
 2000-2999: Classified Personnel Salaries LCFF Supplemental \$72,455
 3000-3999: Employee Benefits LCFF Supplemental \$31,345

Estimated Actual Expenditures
 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$18,194
 2000-2999: Classified Personnel Salaries LCFF Supplemental \$60,828
 3000-3999: Employee Benefits LCFF Supplemental \$33,384
 4000-4999: Books And Supplies LCFF Supplemental \$10,690
 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$1,904

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push-in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.

Funds were provided to school sites and through district centralized services to provide additional services to most effectively meet the goals of target students based on the enrollment of qualifying students at a rate similar to the previous EIA funds. Additional revenue was given to sites in the fall due to carryover funds from the prior year.

- 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$508,400
- 2000-2999: Classified Personnel Salaries LCFF Supplemental \$928,263
- 3000-3999: Employee Benefits LCFF Supplemental \$434,915
- 4000-4999: Books And Supplies LCFF Supplemental \$525,320
- 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$121,372

- 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$840,437
- 2000-2999: Classified Personnel Salaries LCFF Supplemental \$597,249
- 3000-3999: Employee Benefits LCFF Supplemental \$440,659
- 4000-4999: Books And Supplies LCFF Supplemental \$443,227
- 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$315,904

Action 14

Planned Actions/Services
 The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not

Actual Actions/Services
 Funds were provided for after school programs to support targeted students. Additional funds were allocated for program expenses and staff salary increases.

- Budgeted Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$104,389
 - 2000-2999: Classified Personnel Salaries LCFF Supplemental \$105,719

- Estimated Actual Expenditures**
- 1000-1999: Certificated Personnel Salaries LCFF Supplemental \$114,550
 - 2000-2999: Classified Personnel Salaries LCFF Supplemental \$57,472

currently have this type of program. This action will help close the achievement gap for these students.

3000-3999: Employee Benefits LCFF Supplemental \$34,350

3000-3999: Employee Benefits LCFF Supplemental \$31,053

4000-4999: Books And Supplies LCFF Supplemental \$46,324

4000-4999: Books And Supplies LCFF Supplemental \$58,617

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$275,873

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$306,964

Action 15

Planned Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at-risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Actual Actions/Services

Intervention summer school will be provided in 2019 for all students at-risk and/or not progressing towards meeting grade level or graduation requirements. Additional revenue was allocated for programs, salaries and instruction materials.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$598,850

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$655,487

2000-2999: Classified Personnel Salaries LCFF Supplemental \$85,768

2000-2999: Classified Personnel Salaries LCFF Supplemental \$89,477

3000-3999: Employee Benefits LCFF Supplemental \$129,688

3000-3999: Employee Benefits LCFF Supplemental \$145,009

4000-4999: Books And Supplies LCFF Supplemental \$106,319

4000-4999: Books And Supplies LCFF Supplemental \$106,319

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$138,044

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$29,600

Action 16

Planned Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push-in"

Actual Actions/Services

Credentialed push-in teachers were provided to all elementary schools to provide services to students struggling academically.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$586,407

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$642,214

to combination and non-- combination K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

2000-2999: Classified Personnel Salaries LCFF Supplemental \$8,415

2000-2999: Classified Personnel Salaries LCFF Supplemental \$0

3000-3999: Employee Benefits LCFF Supplemental \$225,733

3000-3999: Employee Benefits LCFF Supplemental \$275,235

4000-4999: Books And Supplies LCFF Supplemental \$17,775

4000-4999: Books And Supplies LCFF Supplemental \$0

Action 17

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY Homeless and EL. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are

Each secondary site, including intermediate schools, received additional stipends to allow teachers to provide intervention services.

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,600,160

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,284,189

3000-3999: Employee Benefits LCFF Supplemental \$684,927

3000-3999: Employee Benefits LCFF Supplemental \$550,367

underrepresented in college. This action will help close the achievement gap for these students.



Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.</p>	<p>Each secondary site, including intermediate schools, received additional stipends to allow teachers to provide intervention services.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$620,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$240,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$465,107</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,122,137</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$195,000</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$498,838</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs. Services will be principally directed towards EL, FY and LI students. In CUSD's experience, these student</p>	<p>Provided a Healthy Start Coordinator to work with both alternative and comprehensive sites.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$ 64,961</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$18,137</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$58,190</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$24,939</p>

populations benefit most from this support and coordination of services.



Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Establish dedicated English Language Development teachers to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation.	Created ELD pathways at all secondary sites.	1000-1999: Certificated Personnel Salaries LCFF Supplemental \$848,598 3000-3999: Employee Benefits LCFF Supplemental \$363,685	1000-1999: Certificated Personnel Salaries LCFF Supplemental \$896,378 3000-3999: Employee Benefits LCFF Supplemental \$384,162

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students.	Edgenuity online curriculum was purchased to provide credit recovery and intervention thus improving our graduation rate. CUSD expanded the existing contract to include unlimited site licenses thus resulting in an increased cost.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$225,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$225,000

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical	Provided transportation to target students to attend Clovis Community college, school events, and interventions.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$75,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$75,000

Educational courses, additional bus routes at Title One sites, and additional transportation as needed for targeted students to attend events, meetings, interventions, etc.



Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending Alternative Education sites. This action will increase the graduation rate for these students.</p>	<p>CenCal Mentoring Academy provides both and individual mentoring at our Alternative Education sites.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$60,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$50,000</p>

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue support class at each of the comprehensive intermediate schools to reduce the number of at-risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post-secondary success.</p>	<p>Opportunity classes were created at each intermediate site to reduce the number of at risk and target students from dropping out or transferring to an alternative setting.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$377,793</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$161,911</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$378,146</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$162,062</p>

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K-12 sites. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students.</p>	<p>Funds were allocated to hire a counselor to support CSI groups. Additional funds were allocated due to increased need of additional CSI student groups.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$146,357</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$63,444</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$0</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$134,062</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$24,171</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$43,741</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$4,001</p>

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide EL students a summer school focused on necessary academic support and accelerated language development.</p>	<p>Intervention summer school will be provided in 2019 for all high school students at risk and/or not progressing toward meeting graduation requirements.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$15,580</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$4,479</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$6,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$20,580</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$4,529</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$6,500</p>

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$13,441

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$8,391

Action 27

Planned Actions/Services

Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.

Actual Actions/Services

Provided additional nursing services at elementary school with the highest percentage of target students.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$333,185

3000-3999: Employee Benefits LCFF Supplemental \$118,310

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$325,145

3000-3999: Employee Benefits LCFF Supplemental \$136,420

Action 28

Planned Actions/Services

Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Services will be principally directed towards FY and Homeless students. It is CUSD's experience that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college.

Actual Actions/Services

Hired an Assistant Director of Student Services and Attendance and Administrative Assistant to provide support and resources to alternative and comprehensive sites to support the needs of foster youth and homeless students.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$148,145

3000-3999: Employee Benefits LCFF Supplemental \$54,030

4000-4999: Books And Supplies LCFF Supplemental \$9,461

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$149,678

3000-3999: Employee Benefits LCFF Supplemental \$55,034

4000-4999: Books And Supplies LCFF Supplemental \$6,746

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$1,513

Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>LI and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students.</p>	<p>Hired additional counselors in each area to increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$729,014</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$312,434</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$674,183</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$288,935</p>

Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post- secondary success.</p>	<p>Hired a Guidance Instructional Specialist to increase the success of at risk 7-12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at Clovis East High School.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$92,211</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$39,519</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$188,068</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$125,379</p>

Action 31

Planned Actual Budgeted Estimated Actual

Actions/Services

LI, FY, and EL students are often not fully engaged in the school so CUSD will expand the partnership with Comprehensive Youth Services of Fresno to support 9--12 student's physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

Actions/Services

Established and entered into contract with Comprehensive Youth Services of Fresno to support 9-12 students in the Clovis West, Reagan, Buchanan, Clovis High and Clovis East areas in the provision of physical, social, and emotional support including community outreach program.

Expenditures

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$250,000

Expenditures

5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$283,379

Action 32

Planned Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi -tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students.

Actual Actions/Services

Hired an instructional coach to oversee academic, social & emotional multi tiered systems of support, provide professional development and monitoring at each of the K-12 sites.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$144,714

3000-3999: Employee Benefits LCFF Supplemental \$62,020

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$114,238

3000-3999: Employee Benefits LCFF Supplemental \$66,102

Action 33

Planned Actions/Services

Continue to fund qualified person(s) to facilitate the implementation of Positive

Actual Actions/Services

Each area was allocated additional funding to facilitate the implementation of Positive

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$44,451

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$68,127

Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K--12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K-12 settings in Clovis Unified.

3000-3999: Employee Benefits LCFF Supplemental \$19,050

3000-3999: Employee Benefits LCFF Supplemental \$23,118

Action 34

Planned Actions/Services
 The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to

Actual Actions/Services
 Entered into a contract with Illuminate Education to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program allows teachers, parents, and administrators data monitoring tools to make real-time, data-informed decisions to positively impact student success.

Budgeted Expenditures
 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$230,824

Estimated Actual Expenditures
 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$258,636

inform and guide their instruction. This action will help close the achievement gap for these students.



Action 35

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to maximize student achievement. It is CUSD’s experience that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students.</p>	<p>Hired a Coordinator of Community Relations position to support the United for Success program for students, staff and community.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$114,671</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$49,145</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$0</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$107,843</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$39,424</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$25,000</p>

Action 36

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD’s experience</p>	<p>Hired two additional psychologist and three behavior intervention assistants at the elementary level to increase levels of behavioral, social, and emotional support.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$154,921</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$154,921</p>

that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2000-2999: Classified Personnel Salaries LCFF Supplemental \$156,834

2000-2999: Classified Personnel Salaries LCFF Supplemental \$182,549

3000-3999: Employee Benefits LCFF Supplemental \$199,697

3000-3999: Employee Benefits LCFF Supplemental \$199,697

Action 37

Planned Actions/Services

Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Actual Actions/Services

Hired two additional psychologists at secondary sites to support students' social and emotional well-being.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$459,889

3000-3999: Employee Benefits LCFF Supplemental \$197,096

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$238,187

3000-3999: Employee Benefits LCFF Supplemental \$158,792

Action 38

Planned Actions/Services

Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing

Actual Actions/Services

Hired a lead psychologist to oversee and provide leadership of the Comprehensive Wellness Plan that will further support students' social and emotional well-being.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$98,784

3000-3999: Employee Benefits LCFF Supplemental \$34,708

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF Supplemental \$90,070

3000-3999: Employee Benefits LCFF Supplemental \$60,046

towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

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.

All actions and services were fully implemented in an effort to maximize student achievement for all students. This included hiring additional staff, purchasing new instructional materials, establishing new programs and entering into new partnerships. The biggest challenge is having less revenue to adopt evidence based programs for each of our student groups to meet our LCAP goals.

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

Clovis Unified's Status and Change report located on the California School Dashboard indicated the following results due to the effective implementation of Goal 1 Actions and Services:

English Language Arts: Blue; 45.9 points above standard, maintained 2.9 points

Mathematics: Green; 13.4 points above standard, increased by 3.1 points

College/Career: Green; 62.8% prepared, maintained

Graduation Rate: Green; 94.4 graduated, maintained

Suspension Rate: Green; 3.9% suspended at least once, declined by 0.4%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 1: Decreased by \$2,394,386. Annually funds are set aside in a holding account for student computer refresh. The decreased budget will be set aside for future student computer refresh needs. The decrease was offset by an increase due to a 3% Board approved salary schedule increase.

Action/Service 4: Increased by \$9,288,358 due to student growth resulting in new programs and a 3% Board approved salary schedule increase.

Action/Service 5: Increased by \$5,052 adjusted to actual expenditures for the year.

Action/Service 6: Decreased by \$627,078. The decrease is the net result of an increase resulting from the 3% Board approved salary schedule increase offset by a decrease from State grants. The decreased budget in State grants will be added to the 2019-20 budget for eligible expenditures.

Action/Service 8: Decreased by \$143,156. A position was moved from this action/service to action/service number 9.

Action/Service 9: Increased by \$149,398. This is due to the position moved from action/service 8 to action/service number 9.

Action/Service 10: Decreased by \$140,484 due to actual need for the 2018-19 fiscal year.

Action/Service 13: Increased by \$119,206. Sites are allowed to carry over funds in this funding source. The increase is due to the sites spending carryover funds from 2017-18.

Action/Service 14: Increased by \$2,000. Estimated actuals budget is based on actual need.

Action/service 15: Decreased by \$32,777. Estimated actuals budget is based on actual need.

Action/service 16: Increased by \$79,119. Additional push in teachers were hired due to enrollment.

Action /Service 17: Decreased by \$450,351. Five new positions were initially budgeted under this action/service, they should have been budgeted under action/service 18.

Action/Service 18: Increased by \$498,868 due to the 3% Board approved salary schedule increase and the addition of five positions.

Action/Service 20: Increased by \$68,257 due to the 3% Board approved salary schedule increase.

Action/Service 23: Decreased by \$10,000. The Career Cruising and transportation routes costs were lower than anticipated.

Action/Service 25: Decreased by \$3,825 due to recalculated expenditures.

Action/Service 27: Increased by \$10,070 due to the 3% Board approved salary schedule increase.

Action/Service 29: Decreased by \$78,330 due to unfilled positions.

Action/Service 30: Increased by \$181,717 the need for an additional positions was identified at the beginning of the school year.

Action/Service 31: Increased by \$33,379 due to actual need. Comprehensive Youth Services was added to additional sites due to the success of the program.

Action/Service 32: Decreased by \$58,990. The decision was made to not backfill the Coordinator for Supplemental Services. It was determined a teacher focusing on MTSS was a higher priority.

Action/Service 34: Increased by \$27,812 due to an increase in the annual software license cost for Illuminate.

Action/Service 35: Increased by \$8,451 due to the 3% Board approved salary schedule increase.

Action/Service 36: Increased by \$25,715 due to the 3% Board approved salary schedule increase.

Action/Service 37: Decreased by \$260,006 due to unfilled positions. The positions have been filled and the funds will be fully expended during the 2019-20 fiscal year.

Action/Service 38: Increased by \$16,624 due to the 3% Board approved salary schedule increase.

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.

All actions/services will continue as a result of the analysis of the data provided in the LCFF evaluation rubrics and local indicators. CUSD will continue to closely monitor Actual Annual Measurable Outcome data in an effort to maximize student achievement for ALL students.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Operate with Increasing Efficiency and Effectiveness

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Suspension Rate

18-19

3.2%

Baseline

3.6%

Refer to Data Appendix

Metric/Indicator

Chronic Absenteeism

18-19

6%

Baseline

7%

Refer to Data Appendix

Expected

Actual

<p>Metric/Indicator Attendance Rate</p> <p>18-19 96.8%</p> <p>Baseline 96.4%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Expulsion Rate</p> <p>18-19 0.08%</p> <p>Baseline 0.10%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Parent Involvement at the School Site</p> <p>(attended a school meeting, Back to School Night, SART, SSC, IDAC, DAC, ELAC, PTC or parent-teacher conference)</p> <p>18-19 91%</p> <p>Baseline 90.2%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Parent Overall Safety Satisfaction</p> <p>18-19 91.5%</p> <p>Baseline 90.6%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator Staff Overall Safety Satisfaction</p> <p>18-19 99%</p> <p>Baseline 98.7%</p>	<p>Refer to Data Appendix</p>
<p>Metric/Indicator</p>	<p>Refer to Data Appendix</p>

Expected

Student Overall Safety Satisfaction

18-19
89%

Baseline
87%

Metric/Indicator
Access to broad course of study as measured by review of teacher and/or master schedule

18-19
100%

Baseline
100%

Actual

Refer to Data Appendix

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
Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.	Staffing and supplies to ensure schools are well kept and promote student and community pride.	2000-2999: Classified Personnel Salaries LCFF Base \$13,949,705	2000-2999: Classified Personnel Salaries LCFF Base \$14,122,878
		3000-3999: Employee Benefits LCFF Base \$8,099,155	3000-3999: Employee Benefits LCFF Base \$8,398,872
		4000-4999: Books And Supplies LCFF Base \$1,518,517	4000-4999: Books And Supplies LCFF Base \$1,298,946
		5000-5999: Services And Other Operating Expenditures LCFF Base \$495,791	5000-5999: Services And Other Operating Expenditures LCFF Base \$998,653

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Maintenance and repair of school facilities to ensure quality learning environments for students.

Staffing and supplies provided to ensure schools are well kept and promote student and community pride.

2000-2999: Classified Personnel Salaries LCFF Base \$4,281,417
 3000-3999: Employee Benefits LCFF Base \$2,243,710
 4000-4999: Books And Supplies LCFF Base \$2,075,606
 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,393,130
 6000-6999: Capital Outlay LCFF \$274,830
 7000-7439: Other Outgo LCFF \$2,800,000

2000-2999: Classified Personnel Salaries LCFF Base \$4,415,839
 3000-3999: Employee Benefits LCFF Base \$2,355,935
 4000-4999: Books And Supplies LCFF Base \$1,776,407
 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,045,034
 6000-6999: Capital Outlay LCFF Base \$143,476
 7000-7439: Other Outgo LCFF Base \$2,800,000

Action 3

Planned Actions/Services
 Continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. It is our experience in CUSD that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations.

Actual Actions/Services
 Personnel hired and providing additional support to sites with extended daily support and coverage across the district.

Budgeted Expenditures
 2000-2999: Classified Personnel Salaries LCFF Supplemental \$893,011
 3000-3999: Employee Benefits LCFF Supplemental \$502,298
 4000-4999: Books And Supplies LCFF Supplemental \$15,565
 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$47,848

Estimated Actual Expenditures
 2000-2999: Classified Personnel Salaries LCFF Supplemental \$862,304
 3000-3999: Employee Benefits LCFF Supplemental \$508,095
 4000-4999: Books And Supplies LCFF Supplemental \$15,341
 5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$51,291

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies.

Instructional materials and supplies were purchased to implement and support the California Content Standards including supplemental materials specific to the needs of targeted students.

4200 Textbooks LCFF Base
\$2,927,000

4200 Textbooks LCFF Base \$0

4200 Textbooks Prop 20 Lottery
\$1,000,000

4200 Textbooks Prop 20 Lottery
\$1,739,000

Action 5

Planned Actions/Services

Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students.

Actual Actions/Services

Supplemental intervention resources were purchased in English language arts and mathematics to ensure LI, FY, and EL students have access to rigorous standards aligned curriculum.

Budgeted Expenditures

4200 Textbooks LCFF
Supplemental \$523,680

Estimated Actual Expenditures

4200 Textbooks LCFF
Supplemental \$233,000

Action 6

Planned Actions/Services

Parents, LI, FY and EL students are often not fully engaged in the educational process so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

Actual Actions/Services

Oral and written translation have been provided for site and district materials and meetings. Funds also used to provide parent workshops through school personnel from the Supplemental Services Department.

Budgeted Expenditures

2000-2999: Classified Personnel
Salaries LCFF Supplemental \$0

Estimated Actual Expenditures

2000-2999: Classified Personnel
Salaries LCFF Supplemental
\$14,695

3000-3999: Employee Benefits
LCFF Supplemental \$0

3000-3999: Employee Benefits
LCFF Supplemental \$3,611

5000-5999: Services And Other
Operating Expenditures LCFF
Supplemental \$45,000

5000-5999: Services And Other
Operating Expenditures LCFF
Supplemental \$26,694

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parents LI, FY and EL students are often not fully engaged in the educational process so CUSD will fund Parent Resource Center/Community Resource Centers in each Area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated K--12 with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these student parents involvement.</p>	<p>Each area was allocated funds for their Parent Resource Center/ Community Resource Centers to provide outreach opportunities.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$0</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$0</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$180,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$0</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$1,625</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$8,477</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$1,148</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$120,458</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$48,292</p>

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.

All actions and services were fully implemented in an effort to operate with increasing efficiency and effectiveness. This included staffing, facility maintenance, funded school resource officers, implemented standards and provided additional supplemental instructional resources. The biggest challenge is having less revenue to adopt evidence based programs for each of our student groups to meet our LCAP goals.

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

Clovis Unified's Status and Change report located on the California School Dashboard indicated the following results due to the effective implementation of Goal 1 Actions and Services:

English Language Arts: Blue; 45.9 points above standard, maintained 2.9 points

Mathematics: Green; 13.4 points above standard, increased by 3.1 points

College/Career: Green; 62.8% prepared, maintained

Graduation Rate: Green; 94.4 graduated, maintained
Suspension Rate: Green; 3.9% suspended at least once, declined by 0.4%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 1: increased by \$846,180 due to the Board approved 3% salary schedule increase and an increase in the cost of custodial/grounds supplies.

Action/Service 2: Increased by \$467,999. Routine Restricted Maintenance allocations are required to be at 3% of the General Fund expenditures. This action/service will increase when total General Fund expenditures increase due to, for example, salary schedule increases.

Action/Service 3: Decreased by \$21,691 due to unfilled positions.

Action/Service 4: Decreased by \$2,188,000. Funds are set aside for large textbook adoptions. The District is accruing funds for a large textbook adopted due in the 2019-20 fiscal year.

Action/Service 5: Decreased by \$290,680. A new textbook that will assist our unduplicated pupils is being reviewed. The goal is to purchase this book during the 2019-20 fiscal year at such time, the funds allocated to this action/service will be fully expended.

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.

All actions/services will continue as a result of the analysis of the data provided in the LCFF evaluation rubrics and local indicators. CUSD will continue to closely monitor Actual Annual Measurable Outcome data in an effort to operate with increasing efficiency and effectiveness.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Hire, Develop Sustain, and Value a High Quality, Diverse Workforce

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Properly credentialed teachers with no misassignments nor vacancies as measured by credentials

18-19
100%

Baseline
100%

Refer to Data Appendix

Metric/Indicator

Provide professional development

18-19
100% of certificated teachers attended professional development

Baseline
100% of certificated teachers attended professional development

Refer to Data Appendix

Metric/Indicator

Implement CA Content Standards via Walk Through and Formal Teacher Observations

18-19

Refer to Data Appendix

Expected

Actual

100% Baseline 100%	
Metric/Indicator Teacher Vacancy 18-19 0% Baseline 0%	Refer to Data Appendix
Metric/Indicator Sufficient core instructional materials as measured by SARC review 18-19 100% Baseline 100%	Refer to Data Appendix
Metric/Indicator Facilities Maintained as Measured by annual FITs 18-19 100% Baseline 100%	Refer to Data Appendix

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
Ongoing operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility	A highly qualified staff was retained and ongoing operational costs occurred to maintain programs and services continues to be provided.	1000-1999: Certificated Personnel Salaries Federal \$3,054,937	1000-1999: Certificated Personnel Salaries Federal \$4,423,670

costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co--curricular programs.

2000-2999: Classified Personnel Salaries Federal \$1,076,532

2000-2999: Classified Personnel Salaries Federal \$1,712,781

3000-3999: Employee Benefits Federal \$1,304,370

3000-3999: Employee Benefits Federal \$2,075,736

4000-4999: Books And Supplies Federal \$1,318,478

4000-4999: Books And Supplies Federal \$1,474,611

5000-5999: Services And Other Operating Expenditures Federal \$645,810

5000-5999: Services And Other Operating Expenditures Federal \$1,306,691

1000-1999: Certificated Personnel Salaries LCFF Base \$134,574,426

1000-1999: Certificated Personnel Salaries LCFF Base \$144,570,184

2000-2999: Classified Personnel Salaries LCFF Base \$27,336,777

2000-2999: Classified Personnel Salaries LCFF Base \$27,668,394

3000-3999: Employee Benefits LCFF Base \$82,463,587

3000-3999: Employee Benefits LCFF Base \$67,140,141

4000-4999: Books And Supplies LCFF Base \$9,654,628

4000-4999: Books And Supplies LCFF Base \$9,613,806

5000-5999: Services And Other Operating Expenditures LCFF Base \$20,023,169

5000-5999: Services And Other Operating Expenditures LCFF Base \$18,984,940

1000-1999: Certificated Personnel Salaries Local \$282,754

1000-1999: Certificated Personnel Salaries Local \$159,150

2000-2999: Classified Personnel Salaries Local \$3,248,158

2000-2999: Classified Personnel Salaries Local \$4,453,301

3000-3999: Employee Benefits Local \$1,444,854

3000-3999: Employee Benefits Local \$1,578,175

4000-4999: Books And Supplies Local \$1,537,814

4000-4999: Books And Supplies Local \$2,852,638

		5000-5999: Services And Other Operating Expenditures Local \$1,140,880	5000-5999: Services And Other Operating Expenditures Local \$2,516,766
		1000-1999: Certificated Personnel Salaries State Grants and Apportionments \$4,722,461	1000-1999: Certificated Personnel Salaries State Grants and Apportionments \$120,183
		2000-2999: Classified Personnel Salaries State Grants and Apportionments \$299,013	2000-2999: Classified Personnel Salaries State Grants and Apportionments \$132,824
		3000-3999: Employee Benefits State Grants and Apportionments \$1,089,008	3000-3999: Employee Benefits State Grants and Apportionments \$12,769,044
		4000-4999: Books And Supplies State Grants and Apportionments \$109,075	4000-4999: Books And Supplies State Grants and Apportionments 2,672,336
		5000-5999: Services And Other Operating Expenditures State Grants and Apportionments \$89,836	5000-5999: Services And Other Operating Expenditures State Grants and Apportionments \$2,828,577

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The achievement of LI and EL students on state assessments is below "All" students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource	Personnel was hired to oversee professional development, standards implementation, and provide leadership. Services are principally directed towards EL, FY and LI students.	1000-1999: Certificated Personnel Salaries LCFF Supplemental \$516,233	1000-1999: Certificated Personnel Salaries LCFF Supplemental \$526,459
		2000-2999: Classified Personnel Salaries LCFF Supplemental \$207,257	2000-2999: Classified Personnel Salaries LCFF Supplemental \$190,361
		3000-3999: Employee Benefits LCFF Supplemental \$315,689	3000-3999: Employee Benefits LCFF Supplemental \$324,856

Center/Community Resource Center, and EL programs. This action will help close the achievement gap for these students.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The achievement of LI and EL students on state assessments is below "All" students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards and AVID strategies, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap for these students.</p>	<p>Professional development opportunities were provided to revise curriculum units and assessments and the necessary strategies to implement the California Content Standards.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$533,726</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$63,893</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$194,352</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$297,268</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$394,952</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental \$486,235</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental \$63,806</p> <p>3000-3999: Employee Benefits LCFF Supplemental \$140,670</p> <p>4000-4999: Books And Supplies LCFF Supplemental \$94,184</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$60,708</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base \$394,952</p>

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.

All actions and services were fully implemented in an effort to hire, develop, sustain and value a high quality diverse workforce. This included hiring additional staff and providing professional development. The biggest challenge is having less revenue to adopt evidence based programs for each of our student groups to meet our LCAP goals.

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

Clovis Unified's Status and Change report located on the California School Dashboard indicated the following results due to the effective implementation of Goal 1 Actions and Services:

English Language Arts: Blue; 45.9 points above standard, maintained 2.9 points

Mathematics: Green; 13.4 points above standard, increased by 3.1 points

College/Career: Green; 62.8% prepared, maintained

Graduation Rate: Green; 94.4 graduated, maintained

Suspension Rate: Green; 3.9% suspended at least once, declined by 0.4%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service 1: Increased by \$13,753,358 due to the 3% Board approved salary schedule increase, use of prior year carryover funds, new grants, and an increase in local revenues.

Action/Service 2: Increased by \$2,497 due to actual expenditures.

Action/Service 3: Decreased by \$243,636 due to actual need. Additional one-time State grants for professional development were received this year resulting in less LCAP supplemental dollars being expended.

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.

All actions/services will continue as a result of the analysis of the data provided in the LCFF evaluation rubrics and local indicators. CUSD will continue to closely monitor Actual Annual Measurable Outcome data in an effort to hire, develop, sustain, and value a high quality, diverse workforce.

Stakeholder Engagement

LCAP Year: 2019-20

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?

Following the Governing Board's adoption of the District's Local Control Accountability Plan in June 2018, actions and services identified in the plan were implemented beginning summer 2018. Our community of parents, students and employees were informed of the District's adoption of the LCAP through a district-wide phone call to homes, in the monthly newspaper CUSD Today, at site and district meetings and on the District's website. Stakeholders were invited to submit suggestions and feedback for the current plan and other potential needs for consideration, during these meetings and via online.

Following several months of work to implement the LCAP's actions and services, District and school leaders held well over 100 stakeholder engagement meetings during October, November, December 2018, and January, February, March, April and May 2019 (including meetings at every school site in the District) to gather input. Parents were invited to participate at these meeting via telephone calls and emails in multiple languages. All sites discussed the LCAP at their quarter one and three SSC and ELAC meetings, student meetings, School Assessment Review Team (SART) and Parent Teacher Club (PTC) meetings in March, April, and May. These meetings included parents, students, classified and certificated employees and community members. Meetings focused on the CUSD infographic and effective strategies to meet the needs of our student groups including at-risk students, English Learners (EL), Foster Youth (FY), and Low Income (LI) students. Site Principals and Leadership teams provided input at their principal meetings held throughout the 2018-2019 school year. Parents and students were asked to provide their feedback on a district wide survey that was administered in January and March.

In addition to regularly scheduled parent advisory and employee meetings, outreach specific to special interest areas including Special Education parents, Foster Youth, Governing Board members, represented employee groups (i.e. Faculty Senate, Classified Unit Business Support Senate, and CSEA Chapter 250), Citizen's Oversight Committee members, student advisory and leadership teams, site and District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and parents of migrant and Native American Indian students occurred. It was specifically discussed at DAC and DELAC meetings held on November 6, 2018, November 8, 2018, January 15, 2019, February 12, 2019, May 2, 2019, and May 21, 2019; and a meeting with Migrant Education parents on September 5, 2018, October 16, 2018, December 5, 2018 and February 19, 2019, and March 12, 2019. An additional meeting was held with agencies and families representing foster youth in order to hold specific dialogue around the unique needs of Foster Youth.

Feedback from these meetings, which focused on strategies to improve CTE course offerings, expanding social emotional behavior training and interventions, safety and security resources, academic interventions was then assembled, reviewed and discussed by over 250 members of the District's LCAP Parent Advisory Committee (with particular attention paid to reaching out to and connecting with all stakeholder groups including those identified in Ed Code 42238.01) at a meeting held January 28, 2019. The CUSD DRAFT LCAP document was posted on the district website on May 1, 2019. Additional feedback was gathered during our public comment period that was held from May 1, 2019- May 22, 2019. The public comment dates were announced at our LCAP Parent Advisory Committee and various site meetings. All stakeholders were encouraged to submit written comments regarding our LCAP on our district website using the Clovis Unified LCAP Feedback Form. Following these meetings and the public comment period, the District Leadership Team reviewed all comment, feedback and recommendations collected to this point, and identified implications and actions needed to execute the recommendations gathered from the community. This information was then used by the Superintendent and District leaders to develop recommendations for expenditures to address the needs of all students (and primarily LI, FY, and EL) and a draft of the LCAP.

Also considered in the LCAP development was extensive performance data (as a whole and by subgroup) including, in part, student assessment data, graduation rates, dropout rates, English Learner reclassification rates, CELDT results, attendance, suspension and expulsion rates, annual parent satisfaction survey responses, student satisfaction survey responses, Clovis Assessment System for Sustained Improvement (CLASSI) results, annual employee climate assessment responses, number of students completing college/university entrance requirements, numbers of students needing remedial coursework when entering college/university, annual student voice survey responses, highly qualified/credentialed teacher rates, passage rates and scores on CAASPP, AP, SAT, ACT, PSAT, and similar assessments, the District's Local Educational Area Plan (LEAP), School Plans for Student Achievement (SPSAs), Equity and Status and Change state indicator results on the California School Dashboard and prior and current year budgets.

Of note, the LCAP goals reflect the District's Strategic Plan Aims, which were developed in collaboration with employee, parent, student and community stakeholders, and which are consistent with the Clovis Unified School District LEAP.

Impact on LCAP and Annual Update

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

Throughout the engagement process, it was apparent that our English Learner, Low Income and Foster Parents/guardians are supportive of the District's current intervention and engagement efforts, and of the LCAP first adopted in 2014. While supporting the actions and services in place within the District currently, feedback was received related to areas that could benefit from additional, concerted efforts by educators in order to maximize achievement and success for all students.

These focus areas, which also reflect the state's priority areas, include: Parent Involvement, Safety, College and Career Readiness, Student Engagement Through Co-Curricular Programs, Services to Students, Intervention Support, and Curriculum and Instruction.

It was felt by stakeholders that if the District was able to effectively address the seven identified areas listed above (with a specific emphasis on at-risk students identified in Ed Code section 42238.01) we would be successful in increasing student success, decreasing student discipline problems and narrowing the achievement gap.

Through consultation with the District's school and faculty leadership teams, stakeholder feedback was processed further, and implications for classroom learning, operational resources and staffing needs identified. The District then built its budget and its LCAP Actions and Services targeted to the seven focus areas listed above.

During this dialogue members identified several service themes that will impact the final LCAP proposal in years one, two or three. These themes included:

Goal One: Maximize achievement for ALL students

- o Social emotional, behavioral training, and interventions
- o Career Technical Education: expand course offerings and provide transportation
- o Increase transition team staffing

Goal Two: Operate with Increasing Efficiency and Effectiveness

- o Increase School Resource Officer funding
- o Expand translation services

Goal 3: Hire, Develop, Sustain and Value a High--Quality, Diverse Workforce

- o Professional development for behavioral interventions, Multi-Tiered Systems of Support (MTSS), and continued diversity training
- o Recruit staff from diverse backgrounds

The LCAP adopted in June 2017 was updated to reflect the feedback collected in meetings that occurred over the fall and winter of 2018--19 as outlined above.

The voices of parents, students, employees and the community are reflected throughout the Goals, Services and Actions detailed in the following pages, and reflects our long--term engagement strategy that sought to give every stakeholder the opportunity to have their voices heard on behalf of all students.

Annual Update:

CUSD sought stakeholder feedback from all school sites and departments during the 2018--19 school year. Two LCAP Advisory Committee meetings occurred on January 28, 2019 and April 8, 2019. Over 300 students, parents, community members and District staff provided input and feedback that was used to the 2017--2020 LCAP. Listed below is a summary of the proposed additions to write the 2019--2020 LCAP based on stakeholder feedback and recommendations:

- Increase social-emotional and behavioral support
- Expand Career Technical Education Courses by supporting high schools' allocated personnel
- Boost safety and security resources at the elementary level

!!! NEED TO UPDATE AFTER LETTER IS WRITTEN!!!!!!

.....Following the development of the LCAP, which relied heavily on feedback and comments gathered during the community engagement process detailed at left, the draft plan was introduced to the District's LCAP Parent Advisory Committee on April 8, 2019 and DAC and DELAC on May 2, 2019. Superintendent Eimear O'Farrell will respond to comments collected at this meeting via a letter to DAC and DELAC attendees.....

The LCAP will go to the CUSD Governing Board for information and public hearing on May 22, 2019 and receives recommendations for CUSD LCAP approval on June 12, 2019.

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 1

Maximize Achievement for ALL Students

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

100% of students do not currently perform at or above grade level in mathematics and English Language Arts. An achievement gap exists for at-risk students, including English Learners (EL), Foster Youth (FY) and Low Income (LI) subgroups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion Rate	62.0%	63%	64%	65%
Percent of EL students scoring Advanced or Early Advanced on CELDT	51%	53%	55%	57%
EL Reclassification Rate	9.4%	9.6%	9.8%	10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle School Drop Out Rate	0%	0%	0%	0%
High School Drop Out Rate	2.9%	2.8%	2.7%	2.6%
AP Course Enrollment	23.6%	24%	24.5%	25%
AP Course Offering	24	24	24	24
Percent of students scoring 3 or higher on AP exams	69%	70%	71%	72%
Percent of students classified as ready for college level coursework as determined by Early Assessment Program (EAP) in ELA	38%	39%	40%	41%
Percent of students classified as ready for college level coursework as determined by Early Assessment Program (EAP) in Math	16%	17%	18%	19%
Graduation Rate	94.6%	94.8%	95%	95.2%
Percent of 4 year cohort that completed at least 1 CTE Pathway	40%	42%	44%	46%
Percent of Students who Met or Exceeded Standard on ELA CAASPP	67%	68%	69%	70%
Percent of Students who Met or Exceeded	54%	55%	56%	57%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standard on Math CAASPP				
Percent earning Healthy Fitness Zone in Grades 5	59%	60%	61%	62%
Percent earning Healthy Fitness Zone in Grades 7	61%	61.5%	62%	62.5%
Percent earning Healthy Fitness Zone in Grades 9	55.4%	56%	56.5%	57%

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

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.

2018-19 Actions/Services

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.

2019-20 Actions/Services

Provide instructional and operational technology for all students. Maintain and support technology systems to ensure students and employees have access to effective technology to support the District's goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$111,304	\$112,974	\$106,013
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$3,296,292	\$3,345,736	\$3,297,956
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,717,156	\$1,751,499	\$1,729,949
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$5,277,926	\$6,493,978	\$2,333,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$399,022	\$399,022	\$792,719
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 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)

[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)

Specific Grade Spans: TK--6

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Reduce class sizes in grades K--3 and 4--6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at

2018-19 Actions/Services

Reduce class sizes in grades K--3 and 4--6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at

2019-20 Actions/Services

Reduce class sizes in grades K--3 and 4--6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at

greater risk of not achieving grade level standard and benefit from lower class sizes.

greater risk of not achieving grade level standard and benefit from lower class sizes.

greater risk of not achieving grade level standard and benefit from lower class sizes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$911,235	\$993,136	\$878,481
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$422,001	\$425,630	\$585,654
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[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)

Specific Grade Spans: 5--12

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

In order to provide LI, FY, Homeless, and EL students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.

2018-19 Actions/Services

In order to provide LI, FY, Homeless, and EL students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.

2019-20 Actions/Services

In order to provide LI, FY, Homeless, and EL students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$378,366	\$329,500	\$329,500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

Students with Disabilities

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

Modified Action

2017-18 Actions/Services

Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.

2018-19 Actions/Services

Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.

2019-20 Actions/Services

Continue services to students with Individual Education Plans (IEP) or otherwise qualifying for Special Education programs/services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,949,103	\$29,868,339	\$31,816,364
Source	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$17,240,259	\$17,240,259	\$19,272,595
Source	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$17,117,616	\$17,117,616	\$18,718,168
Source	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$1,289,064	\$1,289,064	\$1,289,064
Source	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,874,976	\$2,874,976	\$2,874,976
Source	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local	LCFF, State and Federal Grants, and Local
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

[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)

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)

Specific Schools: Weldon, Nelson, Clovis Elementary and Clovis East High School

Actions/Services

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

New Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high- need students. This action will help close the achievement gap for these students.

The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high need students. This action will help close the achievement gap for these students.

The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high -need students. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$810,965	\$831,239	\$824,824
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$340,872	\$349,394	\$350,989
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$396,194	\$404,118	\$467,731
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$114,014	\$114,026	\$69,529
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

[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: High Schools and Adult School

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Provide extensive career technical education courses at all high schools,

2018-19 Actions/Services

Provide extensive career technical education courses at all high schools,

2019-20 Actions/Services

Provide extensive career technical education courses at all high schools,

Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,816,485	\$1,639,278	\$1,681,752
Source	LCFF, State and Federal Grants, and Local	LCFF Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$409,170	\$185,758	\$196,019
Source	LCFF, State and Federal Grants, and Local	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$2,088,009	\$776,479	\$781,680
Source	LCFF, State and Federal Grants, and Local	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$1,647,945	\$7,883	\$7,883
Source	LCFF, State and Federal Grants, and Local	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$695,939	\$344,641	\$345,462
Source	LCFF, State and Federal Grants, and Local	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$58,005	\$1,437,860	\$1,466,617
Source	LCFF, State and Federal Grants, and Local	LCFF Supplemental	LCFF Supplemental
Budget Reference	6000-6999: Capital Outlay	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$89,567	\$267,709	\$273,063
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$386,129	\$390,052
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount		\$140,498	\$140,498
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$17,843	\$17,843
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$1,237,392	\$1,262,139
Source		State	State
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$211,317	\$215,543
Source		State	State
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$873,089	\$890,551
Source		State	State
Budget Reference		3000-3999: Employee Benefits	
Amount		\$424,137	\$432,620
Source		State	State
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		\$132,920	\$132,920
Source		State	State
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$489,095	\$489,095
Source		State	State
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$55,463	\$55,463
Source		State	State
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$2,143	\$2,143
Source		Federal	Federal
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$2,343	\$2,343
Source		Federal	Federal
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$149,382	\$149,382
Source		Federal	Federal
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$39,425	\$39,425
Source		Federal	Federal
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$8,196	\$8,196
Source		Federal	Federal
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$12,000	\$12,000
Source		Local	Local
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$12,500	\$12,500
Source		Local	Local
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

[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)

Specific Grade Spans: 4--12

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Increase connection points to school to enhance student engagement and interest, and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor, the District will reduce/eliminate student attendance charges at some VAPA and athletic events principally directed towards LI, FY, EL students. It is CUSD's experience that FY, LI, EL, and Homeless students are often not fully engaged in school thus reducing fees will encourage greater participation. We believe that this action will positively impact those outcomes for these students.

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

Unchanged Action

2018-19 Actions/Services

Increase connection points to school to enhance student engagement and interest, and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor, the District will reduce/eliminate student attendance charges at some VAPA and athletic events principally directed towards LI, FY, EL students. It is CUSD's experience that FY, LI, EL, and Homeless students are often not fully engaged in school thus reducing fees will encourage greater participation. We believe that this action will positively impact those outcomes for these students.

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

Modified Action

2019-20 Actions/Services

Increase connection points to school to enhance student engagement and interest, and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor or attend outreach opportunities related to college and career, the District will reduce/eliminate student attendance charges at some VAPA and athletic events and provide funding for outreach opportunities related to transitions to high school, college and career, principally directed towards LI, FY, EL students. It is CUSD's experience that FY, LI, EL, and Homeless students are often not fully engaged in school thus providing these opportunities will encourage greater participation. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$285,000	\$285,000	\$285,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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)

[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)

Specific Grade Spans: 5-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Provide at-risk students, including LI, FY and EL support in grades 5--12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2018-19 Actions/Services

Provide at-risk students, including LI, FY and EL support in grades 5--12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2019-20 Actions/Services

Provide at-risk students, including LI, FY and EL support in grades 5--12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$131,253	\$131,253	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$848,942	\$1,108,708	\$1,435,832
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$675,619	\$786,982	\$504,478
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[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)

Specific Grade Spans: 5-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

At-risk students struggle in the transition from elementary, intermediate and high school. To increase the success of these students, avoid drop outs or chronic absenteeism, and increase graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2018-19 Actions/Services

At-risk students struggle in the transition from elementary, intermediate and high school. To increase the success of these students, avoid drop outs or chronic absenteeism, and increase graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2019-20 Actions/Services

At-risk students struggle in the transition from elementary, intermediate and high school. To increase the success of these students, avoid drop outs or chronic absenteeism, and increase graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$638,022	\$848,878	\$842,251
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$247,490	\$364,589	\$561,500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[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)

Specific Grade Spans: 5-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's

2018-19 Actions/Services

Continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's

2019-20 Actions/Services

Continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's

experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$540,510	\$548,618	\$384,400
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$209,679	\$213,873	\$256,267
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 11

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)

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)

English Learners
 Foster Youth
 Low Income

Schoolwide

Specific Grade Spans: 5-12

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

Licensing to provide online college and career planning, and test preparation resources to all counselors and grade 5-12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and LI students (who might not otherwise have access to these resources). It is CUSD's experience that LI, FY, and EL students are least likely to access college and career planning. We believe that this action will positively impact this outcome for these students.

2018-19 Actions/Services

Licensing to provide online college and career planning, and test preparation resources to all counselors and grade 5-12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and LI students (who might not otherwise have access to these resources). It is CUSD's experience that LI, FY, and EL students are least likely to access college and career planning. We believe that this action will positively impact this outcome for these students.

2019-20 Actions/Services

Licensing to provide online college and career planning, and test preparation resources to all counselors and grade 5-12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and LI students (who might not otherwise have access to these resources). It is CUSD's experience that LI, FY, and EL students are least likely to access college and career planning. We believe that this action will positively impact this outcome for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 12

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)

[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
Low Income

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

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 specialized services and support for migrant education students and families to maintain ongoing communication between home and school.

2018-19 Actions/Services

Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.

2019-20 Actions/Services

Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,200	\$21,200	\$18,740
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$72,455	\$72,455	\$62,653
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$31,345	\$31,345	\$34,385
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$9,222
Source			LCFF Supplemental
Budget Reference			4000-4999: Books And Supplies

Action 13

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)

[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)

Specific Grade Spans: 2-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students.

To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following district -established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.

To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District-established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.

To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District-established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$636,230	\$508,400	\$865,650
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$928,263	\$928,263	\$615,166
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$520,135	\$434,915	\$453,879
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$525,320	\$525,320	\$443,227
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$121,372	\$121,372	\$259,554
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 14

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)

[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

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: Cole, Mickey Cox, Jefferson, Lincoln, and Mountain View

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$104,389	\$104,389	\$117,987
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$105,719	\$105,719	\$59,196
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$34,350	\$34,350	\$31,984
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$46,324	\$46,324	\$58,617
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$275,873	\$275,873	\$300,872
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 15

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)

[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)

Specific Grade Spans: 2-12

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at--risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at--risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at--risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$590,000	\$598,850	\$675,152
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$84,500	\$85,768	\$92,161
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$127,145	\$129,688	\$149,359
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$158,000	\$106,319	\$106,319
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$46,132	\$138,044	\$32,678
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 16

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)

[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)

Specific Grade Spans: K-6

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push in" to combination and non-combination K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push in" to combination and non-combination K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push in" to combination and non-combination K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$521,135	\$586,407	\$661,481
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$8,415	\$8,415	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$197,759	\$225,733	\$283,492
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$17,775	\$17,775	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 17

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)

[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)

Specific Grade Spans: 7-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services

focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY Homeless and EL. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY Homeless and EL. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY Homeless and EL. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$977,989	\$1,600,160	\$1,322,715
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$746,504	\$684,927	\$566,878
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 18

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)

[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)

Specific Grade Spans: 7-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$213,924	\$620,000	\$795,301
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$90,395	\$240,000	\$200,850
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$465,107	\$407,166
Source		LCFF Supplemental	LCFF Supplemental
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 19

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)

[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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs. Services will be principally directed towards EL, FY and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

2018-19 Actions/Services

Provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs. Services will be principally directed towards EL, FY and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

2019-20 Actions/Services

Provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs. Services will be principally directed towards EL, FY and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$64,000	\$ 64,961	\$59,936
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$17,781	\$18,137	\$25,687
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 20

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)

[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)

Specific Grade Spans: 7-12

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Establish dedicated English Language Development teachers to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation.

2018-19 Actions/Services

Establish dedicated English Language Development teachers to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation.

2019-20 Actions/Services

Establish dedicated English Language Development teachers to support students, parents, and staff at every secondary school to improve reclassification rates, EL proficiency, graduation rates, and college and career preparation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$812,664	\$848,598	\$923,269
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$348,300	\$363,685	\$395,687
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 21

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)

[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)

Specific Grade Spans: 9--12

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

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$225,000	\$225,000	\$225,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 22

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)

[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))

Limited to Unduplicated Student Group(s)

Location(s):

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

Specific Schools: 11--12

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

Modified Action

2017-18 Actions/Services

Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical Educational courses, additional bus routes at Title One sites, and

2018-19 Actions/Services

Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical Educational courses, additional bus routes at Title One sites, and

2019-20 Actions/Services

Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical Educational courses, additional bus routes at Title One sites, and

additional transportation as needed for targeted students to attend events, meetings, interventions, etc.

additional transportation as needed for targeted students to attend events, meetings, interventions, etc.

additional transportation as needed for targeted students to attend events, meetings, interventions, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$75,000	\$75,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 23

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)

[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: Gateway, Enterprise and Community Day School

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending Alternative Education sites. This action will increase the graduation rate for these students.

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending Alternative Education sites. This action will increase the graduation rate for these students.

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending Alternative Education sites. This action will increase the graduation rate for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 24

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)

[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: Alta Sierra, Clark, Kastner, Reyburn, and Granite Ridge

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services

Continue support class at each of the comprehensive intermediate schools to reduce the number of at-risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post- secondary success.

2018-19 Actions/Services

Continue support class at each of the comprehensive intermediate schools to reduce the number of at-risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post -secondary success.

2019-20 Actions/Services

Continue support class at each of the comprehensive intermediate schools to reduce the number of at -risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post- secondary success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$361,590	\$377,793	\$389,490
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$154,970	\$161,911	\$166,924
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 25

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K--12 sites. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K--12 sites. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K--12 sites. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$137,162	\$146,357	\$138,084
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$58,784	\$63,444	\$24,896
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount			\$49,176
Source			LCFF Supplemental
Budget Reference			3000-3999: Employee Benefits

Action 26

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)

[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)

Specific Schools: 3--10

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide EL students a summer school focused on necessary academic support and accelerated language development.	Provide EL students a summer school focused on necessary academic support and accelerated language development.	Provide EL students a summer school focused on necessary academic support and accelerated language development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,580	\$15,580	\$21,198
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$4,479	\$4,479	\$4,665
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$6,500	\$6,500	\$6,500
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$13,441	\$13,441	\$7,637
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 27

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)

[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: Cole, Mickey Cox, Fancher Creek, Jefferson, Miramonte, Tarpey, TK, and Weldon

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.

2018-19 Actions/Services

Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.

2019-20 Actions/Services

Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$328,261	\$333,185	\$334,899
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$115,990	\$118,310	\$140,513
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 28

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)

[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))

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Services will be principally directed towards FY and Homeless students. It is CUSD's experience that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college.

Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Services will be principally directed towards FY and Homeless students. It is CUSD's experience that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college.

Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Services will be principally directed towards FY and Homeless students. It is CUSD's experience that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$143,170	\$148,145	\$154,168
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$50,865	\$54,030	\$56,685
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$9,461	\$9,461	\$6,847
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			\$1,659
Source			LCFF Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 29

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)

[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)

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

Modified Action

2017-18 Actions/Services

LI and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students.

2018-19 Actions/Services

LI and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students.

2019-20 Actions/Services

LI and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$700,975	\$729,014	\$694,408
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$300,417	\$312,434	\$297,603
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 30

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)

[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: Reagan Educational Center, Clovis West, Buchanan and Clovis High School

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post- secondary success.

Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post- secondary success.

Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post -secondary success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,130	\$92,211	\$193,710
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$40,533	\$39,519	\$129,171
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 31

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)

[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: 9-12

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

Modified Action

2017-18 Actions/Services

LI, FY, and EL students are often not fully engaged in the school so CUSD will continue the partnership with Comprehensive Youth Services of Fresno to support the Reagan Educational Center in the provision of physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

2018-19 Actions/Services

LI, FY, and EL students are often not fully engaged in the school so CUSD will expand the partnership with Comprehensive Youth Services of Fresno to support 9--12 student's physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

2019-20 Actions/Services

LI, FY, and EL students are often not fully engaged in the school so CUSD will continue the partnership with Comprehensive Youth Services of Fresno to support 9--12 student's physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$250,000	\$325,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 32

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)

[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

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi-tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi-tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi-tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$145,456	\$144,714	\$144,331
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$56,310	\$62,020	\$73,252
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 33

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)

[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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Continue to fund qualified person(s) to facilitate the implementation of Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K--12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Continue to fund qualified person(s) to facilitate the implementation of Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K--12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Continue to fund qualified person(s) to facilitate the implementation of Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K--12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,344	\$44,451	\$43,505
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$17,341	\$19,050	\$18,645
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 34

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)

[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

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to inform and guide their instruction. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to inform and guide their instruction. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to inform and guide their instruction. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$203,786	\$230,824	\$258,636
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 35

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)

[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

Modified Action

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

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide

administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to maximize student achievement. It is CUSD's experience that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students.

administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to maximize student achievement. It is CUSD's experience that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students.

administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to maximize student achievement. It is CUSD's experience that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,308	\$114,671	\$111,078
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$43,270	\$49,145	\$66,357
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 36

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)

[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: TK--6

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2018-19 Actions/Services

Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2019-20 Actions/Services

Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$152,632	\$154,921	\$159,569
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$88,894	\$156,834	\$188,025
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$108,513	\$199,697	\$205,688
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 37

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)

[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: 9--12

Actions/Services

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

New Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,116	\$459,889	\$406,016
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$108,513	\$197,096	\$270,678
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 38

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)
 [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

Modified Action

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

Modified Action

2017-18 Actions/Services

Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2018-19 Actions/Services

Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

2019-20 Actions/Services

Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$109,665	\$98,784	\$92,772
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$49,270	\$34,708	\$61,848
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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 2

Operate with Increasing Efficiency and Effectiveness

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Student learning is maximized when sufficient instructional materials and textbooks are available, the learning environment is comfortable and well- maintained, and when all students feel secure at school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	3.6%	3.4%	3.2%	3%
Chronic Absenteeism	7%	6.5%	6%	5.5%
Attendance Rate	96.4%	96.6%	96.8%	97%
Expulsion Rate	0.10%	0.09%	0.08%	0.07%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Involvement at the School Site (attended a school meeting, Back to School Night, SART, SSC, IDAC, DAC, ELAC, PTC or parent-teacher conference)	90.2%	90.5%	91%	91.5%
Parent Overall Safety Satisfaction	90.6%	91%	91.5%	92%
Staff Overall Safety Satisfaction	98.7%	98.9%	99%	99.2%
Student Overall Safety Satisfaction	87%	88%	89%	90%
Access to broad course of study as measured by review of teacher and/or master schedule	100%	100%	100%	100%

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

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.

2018-19 Actions/Services

Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.

2019-20 Actions/Services

Custodial and grounds services to ensure schools are clean and well-kept environments that maximize student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,743,552	\$13,949,705	\$14,405,336
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$7,940,348	\$8,099,155	\$8,566,849
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,503,482	\$1,518,517	\$1,318,430
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$490,883	\$495,791	\$1,013,633
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Maintenance and repair of school facilities to ensure quality learning environments for students.

2018-19 Actions/Services

Maintenance and repair of school facilities to ensure quality learning environments for students.

2019-20 Actions/Services

Maintenance and repair of school facilities to ensure quality learning environments for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,218,145	\$4,281,417	\$4,504,156
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$2,199,716	\$2,243,710	\$2,403,054
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2,055,056	\$2,075,606	\$1,803,053
Source	LCFF Base	LCFF Base	LCFF Base and Supplemental, State Grants
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,379,337	\$1,393,130	\$2,075,710
Source	LCFF Base	LCFF Base	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	\$274,830	\$274,830	\$145,628
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay
Amount	\$2,800,000	\$2,800,000	\$2,800,000
Source	LCFF Base	LCFF Base	LCFF Base
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)

[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)

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. It is our experience in CUSD that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations.

2018-19 Actions/Services

Continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. It is our experience in CUSD that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations.

2019-20 Actions/Services

Continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. It is our experience in CUSD that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$879,814	\$893,011	\$897,550
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$494,875	\$502,298	\$518,257
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$15,260	\$15,565	\$15,571
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$63,955	\$47,848	\$66,764
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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

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)

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies.

2018-19 Actions/Services

To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies.

2019-20 Actions/Services

To successfully implement the California Content Standards and offer a rigorous, broad course of study requires aligned instructional materials and supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,927,000	\$2,927,000	\$2,927,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4200 Textbooks	4200 Textbooks	4200 Textbooks
Amount	\$1,000,000	\$1,000,000	\$1,300,000
Source	Prop 20 Lottery	Prop 20 Lottery	Prop 20 Lottery
Budget Reference	4200 Textbooks	4200 Textbooks	4200 Textbooks

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)

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

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 supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students.

2018-19 Actions/Services

Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students.

2019-20 Actions/Services

Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$523,680	\$523,680	\$523,680
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4200 Textbooks	4200 Textbooks	4200 Textbooks

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)

[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))

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

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

Parents, LI, FY and EL students are often not fully engaged in the educational process so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

2018-19 Actions/Services

Parents, LI, FY and EL students are often not fully engaged in the educational process so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

2019-20 Actions/Services

Parents, LI, FY and EL students are often not fully engaged in the educational process so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,000	\$45,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

[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

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

Parents LI, FY and EL students are often not fully engaged in the educational process so CUSD will fund Parent Resource Center/Community Resource Centers in each Area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated K-12 with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these student parents involvement.

2018-19 Actions/Services

Parents LI, FY and EL students are often not fully engaged in the educational process so CUSD will fund Parent Resource Center/Community Resource Centers in each Area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated K-12 with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these student parents involvement.

2019-20 Actions/Services

Parents LI, FY and EL students are often not fully engaged in the educational process so CUSD will fund Parent Resource Center/Community Resource Centers in each Area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated K-12 with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these student parents involvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$180,000	\$180,000	\$180,000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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 3

Hire, Develop Sustain, and Value a High-Quality, Diverse Workforce

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

Highly qualified, well-trained educational teams who demonstrate care for students are critical to student success, and specifically effective in engaging all students (including LI, FY and EL) in their educational experience.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Properly credentialed teachers with no misassignments nor vacancies as measured by credentials	100%	100%	100%	100%
Provide professional development	100% of certificated teachers attended professional development	100% of certificated teachers attended professional development	100% of certificated teachers attended professional development	100% of certificated teachers attended professional development
Implement CA Content Standards via Walk	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Through and Formal Teacher Observations				
Teacher Vacancy	0%	0%	0%	0%
Sufficient core instructional materials as measured by SARC review	100%	100%	100%	100%
Facilities Maintained as Measured by annual FITs	100%	100%	100%	100%

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

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

Modified Action

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

Modified Action

2017-18 Actions/Services

On-going operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co- curricular programs.

2018-19 Actions/Services

On-going operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility costs; transportation services; custodial services; BTSA; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co- curricular programs.

2019-20 Actions/Services

On-going operating costs to maintain existing programs and services to students such as operational expenses; instructional supplies; Adult Education; utility costs; transportation services; custodial services; Induction; teachers; administration; clerical support; salaries, statutory and benefits; existing intervention services and co- curricular programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$278,807,980	\$3,054,937	\$4,512,143
Source	LCFF, State and Federal Grants, and Local	Federal	Federal
Budget Reference	Certificated & Classified Salaries, Benefits, Supplies, Equipment, Services, Other Operating, Capital Outlay in General Fund	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$1,076,532	\$1,747,036
Source		Federal	Federal
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$1,304,370	\$2,117,251
Source		Federal	Federal
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount		\$1,318,478	\$1,496,371
Source		Federal	Federal
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$645,810	\$1,326,291
Source		Federal	Federal
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$134,574,426	\$147,461,588
Source		LCFF Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$27,336,777	\$28,221,762
Source		LCFF Base	LCFF Base
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$82,463,587	\$68,482,944
Source		LCFF Base	LCFF Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$9,654,628	\$9,758,013
Source		LCFF Base	LCFF Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		\$20,023,169	\$19,269,714
Source		LCFF Base	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$282,754	\$162,333
Source		Local	Local
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$3,248,158	\$4,452,367
Source		Local	Local
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$1,444,854	\$1,609,738
Source		Local	Local
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$1,537,814	\$2,895,427
Source		Local	Local
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$1,140,880	\$2,554,517
Source		Local	Local
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount		\$4,722,461	\$4,512,143
Source		State Grants and Apportionments	State Grants and Apportionments
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		\$299,013	\$1,747,436
Source		State Grants and Apportionments	State Grants and Apportionments
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$1,089,008	\$2,117,251
Source		State Grants and Apportionments	State Grants and Apportionments
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$109,075	\$1,496,731
Source		State Grants and Apportionments	State Grants and Apportionments
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$89,836	\$1,326,291
Source		State Grants and Apportionments	State Grants and Apportionments
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

[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

- Unchanged Action

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

- Modified Action

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

- Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource Center/Community Resource Center, and EL programs. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource Center/Community Resource Center, and EL programs. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource Center/Community Resource Center, and EL programs. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$501,636	\$516,233	\$536,988
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$200,191	\$207,257	\$194,168
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$303,430	\$315,689	\$341,771
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

[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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap for these students.

2018-19 Actions/Services

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards and AVID strategies, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap for these students.

2019-20 Actions/Services

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards and AVID strategies, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap for these students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$482,165	\$533,726	\$495,960
Source	LCFF Base and Supplemental, State Grants	LCFF Supplemental	LCFF Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$89,016	\$63,893	\$65,082
Source	LCFF Base and Supplemental, State Grants	LCFF Supplemental	LCFF Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$183,408	\$194,352	\$143,483
Source	LCFF Base and Supplemental, State Grants	LCFF Supplemental	LCFF Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$500,000	\$297,268	\$95,597
Source	LCFF Base and Supplemental, State Grants	LCFF Supplemental	LCFF Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$627,148	\$394,952	\$30,481
Source	LCFF Base and Supplemental, State Grants	LCFF Base	LCFF Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			\$394,952
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$31,852,262

Percentage to Increase or Improve Services

8.93%

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).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$29,921,436

Percentage to Increase or Improve Services

8.73%

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, Clovis Unified School District has calculated that it will receive \$29,585,920 in Supplemental funding 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 the actions listed below to better serve our highly at risk and mobile population of English Learners, Socioeconomically 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 Clovis Unified School District 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 below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Clovis Unified School District as well as the alternatives that were considered. Since our unduplicated student population count is 43.88%, most of these actions and services are being performed on a school wide or district wide basis in order to increase efficiency of delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 8.73%. Clovis Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$29,585,920 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Service section.

Goal 1, #2 Action/Service for Supplemental Funds: \$1,464,135

Reduce class sizes in grades K--3 and 4--6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not lowering class size. Students benefit from lower class sizes. Stakeholder feedback indicated that lowering class sizes is a priority to maximize student achievement.

Research to support this action/service:

Center for Public Education:

<http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

Brookings Class Size: What Research Says and What it means for State Policy

<http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>

Class Size Reduction: A Proven Reform Strategy, An NEA Policy Brief http://www.nea.org/assets/docs/PB08_ClassSize08.pdf

Goal 1, #3 Action/Service for Supplemental Funds: \$329,500

In order to provide FY, LI, and EL students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.

Targeted Service or Justification for District Wide Use:

Other Considerations: Students sharing instruments, limiting the number of students who could participate, or only offering as an after school program.

Students need access to high quality performing arts program to enhance the overall curricular educational experience based on stakeholder feedback.

These funds are primarily used to recruit and provide access to these programs for the targeted students.

Research to support this action/service:

California Department of Education Visual & Performing Arts Framework: <http://www.cde.ca.gov/be/st/fr/>

Goal 1, #5 Action/Service for Supplemental Funds: \$1,175,813

The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high- need students. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use: School Wide

Other Considerations: Not adding additional special programs at our Title One sites. CUSD can continue to offer services at the current level

Research to support this action/service:

<http://www.cde.ca.gov/sp/se/>

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-0392dclhighlymobile.pdf>

http://www.edweek.org/media/eperc_specialeducationinamerica.pdf

Goal 1, #6 Action/Service for Supplemental Funds: \$2,288,073

Provide extensive career technical education courses at all high schools, Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not providing a comprehensive CTE program to CUSD students.

Research to support this action/service:

<http://www.ccrscenter.org/sites/default/files/CCRS%20Primer%20Brief.pdf>

Goal 1, #7 Action/Service for Supplemental Funds: \$285,000

Increase connection points to school to enhance student engagement and interest, and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor or attend outreach opportunities related to college and career, the District will reduce/eliminate student attendance charges at some VAPA and athletic events and provide funding for outreach opportunities related to transitions to high school, college and career, principally directed towards LI, FY, EL students. It is CUSD's experience that FY, LI, EL, and Homeless students are often not fully engaged in school thus providing these opportunities will encourage greater participation. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Reduced cost instead of free entrance, limited selected activities. Parent surveys and feedback from District DAC and DELAC state that the costs associated with students attending co-curricular activities has limited student participation due to family financial constraints. Participation decreasing in the 6th to 7th grade transition affects their academic performance and attendance. These funds primarily provide students and families' opportunities to become more engaged in school.

Research to support this action/service:

Payne, Ruby K. A Framework For Understanding Poverty. Aha! Process, Inc. Texas. 1996.

Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships
<http://www2.ed.gov/documents/family-community/partners-education.pdf>

Goal #1, #8 Action/Service for Supplemental Funds: \$1,940,310

Provide at-risk students, including LI, FY and EL support in grades 5--12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not supporting students during transition years. Student Relation Liaisons facilitate home school communication.

Research to support this action/service:

Payne, Ruby K. A Framework For Understanding Poverty. Aha! Process, Inc. Texas. 1996. Partners in Education A Dual Capacity Building Framework for Family School Partnerships <http://www2.ed.gov/documents/family-community/partners-education.pdf>

Goal 1, #9 Action/Service for Supplemental Funds: \$1,403,751

At-risk students struggle in the transition from elementary, intermediate and high school. To increase the success of these students, avoid drop outs or chronic absenteeism, and increase graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not hiring counselors or directors to help at risk students.

Research to support this action/service:

Research on School Counseling Effectiveness

https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA- CSCORE_02-11.pdf

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

Goal 1, #10 Action/Service for Supplemental Funds: \$640,667

Continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY,

LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Targeted Service or Justification for District -Wide Use:

Other considerations: Not hiring academic counselors or directors to help at risk students.

Research to support this action/service:

Research on School Counseling Effectiveness

https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Goal 1, #11 Action/Service for Supplemental Funds: \$50,000

Licensing to provide online college and career planning and test preparation resources to all counselors and grade 5-12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and low income students (who might not otherwise have access to these resources). It is CUSD's experience that LI, FY, and EL students are least likely to access college and career planning. We believe that this action will positively impact this outcome for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Naviance program; hiring of more academic counselors; only high school students

Survey feedback indicates the necessity to provide systematic college and career awareness counseling to students at both the elementary and secondary level.

Research to support this action/service:

California Department of Education Career -Technical Education Framework: <http://www.cde.ca.gov/be/st/fr/>

Goal 1, #12 Action/Service for Supplemental Funds: \$125,000

Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.

Targeted Service or Justification for District Wide Use: Targeted Service

Goal 1, #13 Action/Service for Supplemental Funds: \$2,637,476

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push--in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not allocating the money

Research to support this action/service:

Resource Alignment: <http://www.cde.ca.gov/qs/> Professional Development: <http://www.ascd.org>

A Toolkit for Title I Parental Involvement: <http://www.sedl.org/connections/toolkit>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

Goal 1, #14 Action/Service for Supplemental Funds: \$568,656

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. This action will help close the achievement gap for these students

Targeted Service or Justification for District Wide Use:

Other Considerations: Not offering the program at our most needy of schools; only providing in- class interventions

Feedback from stakeholders indicates that providing additional support to the elementary schools that have the higher percentage of targeted students will greatly support the students' academic growth.

Research to support this action/service:

Research -based strategies for English Learners and Long Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language, Stanford University <http://ell.stanford.edu/>

Goal 1, #15 Action/Service for Supplemental Funds: \$1,055,669

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at-risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Holiday intersession; extended school day; limited course offerings; online courses. Courses offered during the summer school session allow students to progress appropriately towards graduation and provide further access to meet A-G requirements and/or enroll in Advanced Placement, performing arts, and CTE courses.

Research to support this action/service:

Research based strategies for English Learners and Long- Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards: <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language: Stanford University <http://ell.stanford.edu/>

Research based strategies to support Foster Youth: http://www.cfyetf.org/uploads/CAL_EdSummit_report.pdf

Goal 1, # 16 Action/Service for Supplemental Funds: \$994,973

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push in" to combination and non--combination K--6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Non -credentialed Instructional aides; pull -out programs; after school intervention model only

Feedback from stakeholders indicates that having more than one credentialed teacher in the classroom provides targeted students

Research to support this action/service:

Hattie, John A.C. Visible Learning A Synthesis of Over 800 Meta- Analyses Relating To Achievement. Routledge. New York. 2009.

Research based strategies for English Learners and Long Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language Stanford University: <http://ell.stanford.edu/>

Research -based strategies to support Foster Youth: http://www.cfyetf.org/uploads/CAL_EdSummit_report.pdf

Goal 1, #17 Action/Service for Supplemental Funds: \$1,889,593

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY Homeless and EL. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not offering the AVID program.

Research to support this action/service:

<http://www.avid.org/research.ashx>

Goal 1, #18 Action/Service for Supplemental Funds: \$1,403,317

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Intervention outside the school day or no intervention; non credentialed instructional aides Stakeholder feedback stated the need to provide additional academic interventions at the secondary level.

Research to support this action/service:

Research -based strategies for English Learners and Long -Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards: <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language Stanford University: <http://ell.stanford.edu/>

Goal 1, #19 Action/Service for Supplemental Funds: \$85,623

Provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs. Services will be principally directed towards EL, FY and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not providing a coordinator to oversee CUSDs Healthy Start program. Current administration would have to oversee this program.

Research to support this action/service: <http://www.ded.gov/HealthyYouth/cshp>

Goal 1, #20 Action/Service for Supplemental Funds: \$1,318,956

Establish dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, English language proficiency, graduation rates, and college and career preparation.

Targeted Service or Justification for District Wide Use: Targeted Service

Goal 1, #21 Action/Service for Supplemental Funds: \$225,000

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Independent Study packet coursework with no direct instruction; summer school only option. Credit recovery coursework using Edgenuity allows students to progress appropriately towards graduation and further access to meet A-G requirements in an effort to reduce drop out rates.

Research to support this action/service:

Research Briefs:

<http://www.edgenuity.com/102/pdf/Curriculum-Research/Case-Studies/Lufkin-TX-Research-Brief.pdf>

<http://www.edgenuity.com/102/pdf/Curriculum-Research/Case-Studies/Bedford-County-VA-Research-Brief.pdf>

Goal #1, #22 Action/Service for Supplemental Funds: \$75,000

Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical Educational courses, additional bus routes at Title One sites, and additional transportation as needed for targeted students to attend events, meetings, interventions, etc.

Justification for District Wide Use: Targeted Service

Goal 1, #23 Action/Service for Supplemental Funds: \$60,000

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending Alternative Education sites. This action will increase the graduation rate for these students.

Targeted Service or Justification for District -Wide Use: Targeted Service

Goal 1, #24 Action/Service for Supplemental Funds: \$556,414

Continue support class at each of the comprehensive intermediate schools to reduce the number of at-risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless

students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post secondary success.

Targeted Service or Justification for District Wide Use:

Other considerations: Alternative Education placements only. Students transferring to an alternative educational setting at the intermediate level due to inappropriate behavior, lack of academic progress, and/or attendance issues are at a higher risk of dropping out.

Research to support this action/service:

The Boys Town Education Model® is a school -based intervention strategy that focuses on managing behavior, building relationships, and teaching social skills. <http://www.boystowntraining.org/pd.html>

Goal 1, #25 Action/Service for Supplemental Funds: \$212,156

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K--12 sites. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students.

Other Considerations: Increasing the workload of site coordinators; increase hiring of school psychologists; hiring of outside trainers
Stakeholder feedback indicates a need to support the emotional well being of students.

Research to support this action/service:

Student Assistance Training Resource: <http://www.cwsap.com/>

Goal 1, #26 Action/Service for Supplemental Funds: \$40,000

Provide EL students a summer school focused on necessary academic support and accelerated language development.

Targeted Service or Justification for District Wide Use: Targeted Service

Goal 1, #27 Action/Service for Supplemental Funds: \$475,412

Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not hiring additional nursing services to help support target students. Rely on current levels of support to help meet the needs of target students.

Research to support this action/service: <http://www.ncbi.nlm.nih.gov/pubmed/21223274> <http://www.cfyetf.org/>

Goal 1, # 28 Action/Service for Supplemental Funds: \$219,359

Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Services will be principally directed towards FY and Homeless students. It is CUSD's experience that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college.

Targeted Service or Justification for District Wide Use:

Other Considerations: Expectation that sites could meet the needs of their foster youth and homeless students without district coordination. School sites requested additional support to better meet the needs of their foster youth and homeless students. In order to ensure execution of actions and services, it is necessary to have a leadership position supporting and monitoring progress.

Research to support this action/service:

Institute of Education Sciences: <http://ies.ed.gov/>

California Department of Education Quality Schooling Framework: <http://www.cde.ca.gov/qs/>

California Department of Education Resources for Foster Youth: <http://www.cde.ca.gov/ls/pf/fy/resources.asp>

National Center for Homeless Education: <http://center.serve.org/nche/downloads/briefs/youth.pdf>

California Foster Youth Education Task Force: http://foster-ed.org/Modules%20CA/FY_LCFF_Factsheet_District_LCAP_Content.pdf

Goal 1, #29 Action/Service for Supplemental Funds: \$992,011

LI and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not hiring additional academic counselors. Caseloads would remain very high.

Research to support this action/service:

Research on School Counseling Effectiveness:

https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Goal 1, #30 Action/Service for Supplemental Funds: \$322,881

Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7-12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not

progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post secondary success.

Targeted Service or Justification for District Wide Use:

Other Considerations: Relying on current site administrative team, existing learning director; and nonadministrative leadership. In order ensure effective implementation and execution of actions and services, it is necessary to have leadership positions supporting and monitoring progress

Research to support this action/service:

<http://www.wallacefoundation.org/knowledge-center/school-leadership/pages/default.aspx>

http://education.vermont.gov/documents/EDU-PLP_Strategies_for_Effective_School_Leadership_Teams.pdf

<http://www.cehd.umn.edu/carei/publications/documents/ReviewofResearch.pdf>

Goal 1, #31 Action/Service for Supplemental Funds: \$325,000

LI, FY, and EL students are often not fully engaged in the school so CUSD will expand the partnership with Comprehensive Youth Services of Fresno to support 9--12 student's physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

Targeted Service or Justification for District Wide Use:

Other Considerations: Maintaining the current level of physical, social, and emotional support for the student and families of the Reagan Education Center.

Research to support this action/service:

<http://cysfresno.org/>

Goal 1, #32 Action/Service for Supplemental Funds: \$217,792

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students.

Targeted Service or Justification for District- Wide Use:

Other Considerations: Relying on current site administrative team, existing learning director; and nonadministrative leadership. In order to ensure effective implementation and execution of actions and services, it is necessary to have leadership positions supporting and monitoring progress.

Research to support this action/service:

National Education Association, Research Spotlight on Parental Involvement in Education: <http://www.nea.org/tools/17360.htm>

Harvard Family Research Project, Parental Involvement and Student Achievement:
<http://www.hfrp.org/publications-resource/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

Goal 1, #33 Action/Service for Supplemental Funds: \$62,150

Continue to fund qualified person(s) to facilitate the implementation of Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K-12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. In CUSD's experiences, these student populations benefit most from this support and coordination of services.

Targeted Service or Justification for District Wide Use:

Other Considerations: Increasing the workload of site coordinators; increase hiring of school psychologists; hiring of outside trainers. Parent feedback indicated the need to increase behavioral supports for students.

Research to support this action/service:

PBIS <http://www.pbis.org>

Goal 1, #34 Action/Service for Supplemental Funds: \$258,636

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to inform and guide their instruction. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not having a computer based system to monitor student achievement data and track target student groups. A computer monitoring system is a critical need to inform and guide instructional practices in an effort to maximize student achievement.

Research to support this action/service:

The Impact of Formative Assessment and Learning Intention on Student Achievement August 2014:

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

Formative assessment: An Enabler of Learning http://www.amplify.com/assets/regional/Heritage_FA.pdf

West Ed Using Student Achievement Data To Support Instructional Decision Making

<http://wested.mediacore.tv/media/using-student-achievement-data-to-support-instruct>

Goal 1, #35 Action/Service for Supplemental Funds: \$177,435

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to

maximize student achievement. It is CUSD's experience that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students.

Target Service or Justification for District Wide Use:

Other Considerations: Not having something direct, support and further District policies and programs which promote community education and intercultural awareness, understanding, and appreciation of those differences within the school and the community in an effort to maximize student achievement.

Research to support this action/service:

Research to support this action/service:

Payne, Ruby K. A Framework For Understanding Poverty. Aha! Process, Inc. Texas. 1996.

Payne, Ruby K. A Framework For Understanding Poverty 10 Actions to Educate Students Workbook. Aha! Process, Inc. Texas. 1998

Souther, Elizabeth W. The R Rules A Guide for Teens to Identity and Build Resources. Aha! Process, Inc. Texas. 2008.

Goal 1, #36 Action/Service for Supplemental Funds: \$553,282

Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Target Service or Justification for District Wide Use:

Other Considerations: Not hiring additional behavioral support psychologues to support elementary sites. Relying on our current school psychologist to provide this support.

Research to support this action/service:

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487--498.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance & Counseling*, 20, 39--48.

Goal 1, #37 Action/Service for Supplemental Funds: \$676,694

Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Target Service or Justification for District -Wide Use

Other Considerations: Not hiring additional behavioral support psychologists to support elementary sites. Relying on our current school psychologist to provide this support.

Research to support this action/service:

Diver, -Stamnes, A.C. (1991). Assessing the effectiveness of an intercity high school peer counseling program. *Urban Education*, 26, 269-284.

Robinson, S.E., Morrow, S., Kigin, T. & Lindeman, M. (1991). Peer counselors in a high school setting: Evaluation of training and impact on students. *The School Counselor*, 39, 35--40.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70, 487--498.

Goal 1, #38 Action/Service for Supplemental Funds: \$154,620

Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving

grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Target Service or Justification for District Wide Use

Other Considerations: Not having someone oversee the CUSD Comprehensive Wellness Plan for CUSD

Research to support this action/service:

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487--498.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance & Counseling*, 20, 39--48.

St. Clair, K.L. (1989). Middle school counseling research: A resource for school counselors. *Elementary School Guidance & Counseling*, 23, 219--226.

Whitson, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: implications for practice. *Journal of Counseling & Development*, 76, 412--426.

Goal #2, #2 Action/Service for Supplemental Funds: \$1,803,053

Continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. It is our experience in CUSD that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations.

Targeted Service or Justification for District Wide Use:

Other Considerations: Contracting with the City of Clovis PD, Fresno PD, and Sheriff's Department; Community Service Officers Stakeholder feedback indicates that ensuring a safe and secure school environment is a priority

Research to support this action/service:

The Facts Behind School Safety: <http://www2.ed.gov/nclb/freedom/safety/keepingkids.html>

Goal 2, #5 Action/Service for Supplemental Funds: \$523,680

Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Teachers independently creating and choosing their own materials thus increasing their workload. Supplemental standards aligned materials provide students with instructional resources to access core content based on their individualized needs.

Research to support this action/service:

California Department of Education Frameworks: <http://www.cde.ca.gov/be/st/fr/>

Hattie, John A.C. Visible Learning A Synthesis of Over 800 Meta- Analyses Relating To Achievement. Routledge. New York. 2009.

Goal 2, #6 Action/Service for Supplemental Funds: \$45,000

Parents, LI, FY and EL students are often not fully engaged in the educational process so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not providing additional written translation to our EL parents or guardians

Research to support this action/service:

<http://hechingerreport.org/schools-federal-pressure-translate-immigrant-families/>

<http://www.colorincolorado.org/article/how-reach-out-parents-ells>

Goal 2, #7 Action/Service for Supplemental Funds: \$180,000

Fund Parent Resource Center/Community Resource Center in each Area and to provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.) through the development of this Area based Parent Resource Center/Community Resource Center concept. This service would be coordinated with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these student parents involvement.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not funding a parent resource center and maintaining the status quo.

Research to support this action/service:

<http://www.hfrp.org/publications-resources/publications-series/early-childhood-digests/family-resource-centers-where-school-readiness-happens>

https://www2.ed.gov/admins/comm/parents/parentinvolve/report_pg24.html

Goal #3, #2 Action/Service for Supplemental Funds: \$1,039,179

The achievement of LI and EL students on state assessments is below "All" students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource Center/Community Resource Center, and EL programs. This action will help close the achievement gap for these students.

Targeted Service or Justification for District -Wide Use:

Other Considerations: Relying on current site administrative team, existing learning director; and nonadministrative leadership.

In order to ensure effective implementation and execution of actions and services, it is necessary to have a leadership position supporting monitor student progress.

Research to support this action/service:

Marzano, Robert J., Waters, Timothy, McNulty Brian A. School Leadership that Works. ASCD. Virginia. 2005.

Marzano, Robert J. What Works in Schools Translating Research into Action. ASCD. Virginia. 2003.

Goal 3, #2 Action/Service for Supplemental Funds: \$1,089,239

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards and AVID strategies, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap for these students.

Targeted Service or Justification for District- Wide Use:

Other Considerations: Expectation that sites and teachers would accomplish on their own without district coordination and consistency.

Teacher's requested research based professional development in an effort to build capacity, expand knowledge, and develop curriculum that is aligned to California Content Standards.

Research to support this action/service:

California Content Standards in Reading/Language Arts: California Department of Education California Content Standards-ELA
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Appendices for the ELA California Content Standards: <http://www.corestandards.org/ELA-Literacy> and <http://achievethecore.org/>

California Content Standards in Mathematics <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Appendices for the Math California Content Standards: <http://www.corestandards.org/Math/>

<http://achievethecore.org/>

California Content Standards ELA/ELD Framework: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Digital Chalkboard: <https://www.mydigitalchalkboard.org/>

The Teaching Channel: www.teachingchannel.org

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$25,532,166

Percentage to Increase or Improve Services

7.94%

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, Clovis Unified School District has calculated that it will receive \$25,532,166 in Supplemental funding 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 the actions listed below to better serve our highly at risk and mobile population of English Learners, Socioeconomically 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 Clovis Unified School District 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 below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Clovis Unified School District as well as the alternatives that were considered. Since our unduplicated student population count is 42.1%, most of these actions and services are being performed on a school wide or district wide basis in order to increase efficiency of delivery and effectiveness of these actions and services.

In addition, using the same calculation tool, the proportionality percentage has been calculated at 7.94%. Clovis Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$25,532,166 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Service section.

Goal 1, #2 Action/Service for Supplemental Funds: \$1,333,236

Reduce class sizes in grades K-3 and 4-6 with an emphasis on our schools with the highest percentage of target students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not lowering class size. Students benefit from lower class sizes. Stakeholder feedback indicated that lowering class sizes is a priority to maximize student achievement.

Research to support this action/service:

Center for Public Education:

<http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>

Brookings Class Size: What Research Says and What it means for State Policy

<http://www.brookings.edu/research/papers/2011/05/11-class-size-whitehurst-chingos>

Class Size Reduction: A Proven Reform Strategy, An NEA Policy Brief http://www.nea.org/assets/docs/PB08_ClassSize08.pdf

Goal 1, #3 Action/Service for Supplemental Funds: \$378,366

In order to provide FY, LI, and EL students, access to the District's performing arts program and other VAPA programs to increase engagement in school, the District will invest in repairing and purchasing performing arts equipment to use as "loaners" and additional materials for students without the resources to purchase them.

Targeted Service or Justification for District Wide Use:

Other Considerations: Students sharing instruments, limiting the number of students who could participate, or only offering as an after school program.

Students need access to high quality performing arts program to enhance the overall curricular educational experience based on stakeholder feedback.

These funds are primarily used to recruit and provide access to these programs for the targeted students.

Research to support this action/service:

California Department of Education Visual & Performing Arts Framework: <http://www.cde.ca.gov/be/st/fr/>

Goal 1, #5 Action/Service for Supplemental Funds: \$1,662,045

The achievement of unduplicated special education students is below all students, to meet this need the district will enhance services to students with Individual Education Plans (IEPs) principally directed toward FY, LI, and EL students or otherwise qualifying for Special Education programs/services. CUSD will continue to use Supplemental funds for new programs to serve our special education students at three Title 1 elementary schools and one program at our high school with the highest percentage of targeted students. These are new programs to provide new and improved services to high need students. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use: School Wide

Other Considerations: Not adding additional special programs at our Title One sites. CUSD can continue to offer services at the current level and not target efforts to our most needy sites.

Research to support this action/service:

<http://www.cde.ca.gov/sp/se/>

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-0392dclhighlymobile.pdf>

http://www.edweek.org/media/eperc_specialeducationinamerica.pdf

Goal 1, #6 Action/Service for Supplemental Funds: \$2,309,232

Provide extensive career technical education courses at all high schools, Adult Education and CART, including supplies, equipment, facilities and staff. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District -Wide Use:

Other Considerations: Not providing a comprehensive CTE program to CUSD students.

Research to support this action/service:

<http://www.ccrscenter.org/sites/default/files/CCRS%20Primer%20Brief.pdf>

Goal 1, #7 Action/Service for Supplemental Funds: \$285,000

Increase connection points to school to enhance student engagement and interest, and improve student performance. Recognizing that not all students want to actively participate in co-curricular activities as a competitor, the District will reduce/eliminate student attendance charges at some VAPA and athletic events principally directed towards LI, FY, EL students. It is CUSD's experience that FY, LI, EL, and Homeless students are often not fully engaged in school thus reducing fees will encourage greater participation. We believe that this action will positively impact those outcomes for these students

Targeted Service or Justification for District- Wide Use:

Other Considerations: Reduced cost instead of free entrance, limited selected activities. Parent surveys and feedback from District DAC and DELAC state that the costs associated with students attending co-curricular activities has limited student participation due to family financial constraints. Participation decreasing in the 6th to 7th grade transition affects their academic performance and attendance. These funds primarily provide students and families' opportunities to become more engaged in school.

Research to support this action/service:

Payne, Ruby K. A Framework For Understanding Poverty. Aha! Process, Inc. Texas. 1996.

Partners in Education A Dual Capacity Building Framework for Family -School Partnerships
<http://www2.ed.gov/documents/family-community/partners-education.pdf>

Goal #1, #8 Action/Service for Supplemental Funds: \$1,655,814

Provide at-risk students, including LI, FY and EL support in grades 5-12 transition years by increasing school to home communication and connections, and increasing the number of student relations liaisons. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District -Wide Use:

Other Considerations: Not supporting students during transition years. Student Relation Liaisons facilitate home school communication.

Research to support this action/service:

Payne, Ruby K. A Framework For Understanding Poverty. Aha! Process, Inc. Texas. 1996. Partners in Education A Dual Capacity Building Framework for Family School Partnerships <http://www2.ed.gov/documents/family-community/partners-education.pdf>

Goal 1, #9 Action/Service for Supplemental Funds: \$885,502

At-risk students struggle in the transition from elementary, intermediate and high school. To increase the success of these students, avoid drop outs or chronic absenteeism, and increase graduation rates, transition counselors/directors would continue to be assigned to each high school area. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District- Wide Use:

Other considerations: Not hiring counselors or directors to help at risk students.

Research to support this action/service:

Research on School Counseling Effectiveness

https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA- CSCORE_02-11.pdf

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

Goal 1, #10 Action/Service for Supplemental Funds: \$750,189

Continue to provide Transition Team academic counselors to reduce caseloads and increase the amount of time all students, including LI, FY, Homeless, and EL, spend with counselors to prepare for college and career. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard and benefit from lower class sizes.

Targeted Service or Justification for District- Wide Use:

Other considerations: Not hiring academic counselors or directors to help at risk students.

Research to support this action/service:

Research on School Counseling Effectiveness

https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA- CSCORE_02-11.pdf

<http://www.cde.ca.gov/ls/cg/rh/couseffective.asp>

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Goal 1, #11 Action/Service for Supplemental Funds: \$50,000

Licensing to provide online college and career planning and test preparation resources to all counselors and grade 5-12 students to equip counselors to serve all students including foster youth, EL, redesignated EL, and low income students (who might not otherwise have access to these resources). It is CUSD's experience that LI, FY, and EL students are least likely to access college and career planning. We believe that this action will positively impact this outcome for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Naviance program; hiring of more academic counselors; only high school students

Survey feedback indicates the necessity to provide systematic college and career awareness counseling to students at both the elementary and secondary level.

Research to support this action/service:

California Department of Education Career Technical Education Framework: <http://www.cde.ca.gov/be/st/fr/>

Goal 1, #12 Action/Service for Supplemental Funds: \$125,000

Provide specialized services and support for migrant education students and families to maintain ongoing communication between home and school.

Targeted Service or Justification for District Wide Use: Targeted Service

Goal 1, #13 Action/Service for Supplemental Funds: \$2,731,320

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will distribute funds to individual school sites principally directed toward EL, LI and FY qualifying students, in order to most effectively meet the goals of target students, unique intervention and support needs identified by the community and school site leadership, following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push-in teachers, technology, intervention programs, social and emotional support programs, and parent and family engagement and literacy programs. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not allocating the money

Research to support this action/service:

Resource Alignment: <http://www.cde.ca.gov/qs/> Professional Development: <http://www.ascd.org>

A Toolkit for Title I Parental Involvement: <http://www.sedl.org/connections/tookkit>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

Goal 1, #14 Action/Service for Supplemental Funds: \$568,655

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide after school intervention programs primarily focused on EL, LI, Homeless and FY at elementary schools with high populations of at-risk students that do not currently have this type of program. This action will help close the achievement gap for these students

Targeted Service or Justification for District-Wide Use:

Other Considerations: Not offering the program at our most needy of schools; only providing in-class interventions

Feedback from stakeholders indicates that providing additional support to the elementary schools that have the higher percentage of targeted students will greatly support the students' academic growth.

Research to support this action/service:

Research-based strategies for English Learners and Long-Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language, Stanford University <http://ell.stanford.edu/>

Goal 1, #15 Action/Service for Supplemental Funds: \$1,005,777

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide intervention summer school principally directed towards EL, LI, FY and all students at-risk of not progressing toward graduation. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Holiday intersession; extended school day; limited course offerings; online courses. Courses offered during the summer school session allow students to progress appropriately towards graduation and provide further access to meet A-G requirements and/or enroll in Advanced Placement, performing arts, and CTE courses.

Research to support this action/service:

Research based strategies for English Learners and Long -Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards: <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language: Stanford University <http://ell.stanford.edu/>

Research -based strategies to support Foster Youth: http://www.cfyetf.org/uploads/CAL_EdSummit_report.pdf

Goal 1, # 16 Action/Service for Supplemental Funds: \$745,064

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide fully credentialed teachers to "push in" to combination and non combination K-6 classes during the regular school day to provide focused instruction for students achieving below grade principally directed towards servicing EL, LI and FY. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing toward graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Non -credentialed Instructional aides; pull--out programs; after school intervention model only

Feedback from stakeholders indicates that having more than one credentialed teacher in the classroom provides targeted students additional individualized instruction.

Research to support this action/service:

Hattie, John A.C. Visible Learning A Synthesis of Over 800 Meta- Analyses Relating To Achievement. Routledge. New York. 2009.

Research based strategies for English Learners and Long Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards, <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language Stanford University: <http://ell.stanford.edu/>

Research based strategies to support Foster Youth: http://www.cfyetf.org/uploads/CAL_EdSummit_report.pdf

Goal 1, #17 Action/Service for Supplemental Funds: \$1,724,493

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue support classes at secondary schools to deliver additional instruction in core areas (English language arts, math, science, social science) and prepare students for college and career (AVID). Services focused primarily on students performing below grade level and/or underrepresented in the college going population, principally directed towards LI, FY Homeless and EL. It is CUSD's experience that EL, LI, and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not offering the AVID program.

Research to support this action/service:

<http://www.avid.org/research.ashx>

Goal 1, #18 Action/Service for Supplemental Funds: \$304,319

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will expansion of intervention services principally directed towards LI, EL, Homeless, and FY students during the school day for academic support. It is CUSD's experience that EL, LI, Homeless and FY students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Intervention outside the school day or no intervention; non--credentialed instructional aides Stakeholder feedback stated the need to provide additional academic interventions at the secondary level.

Research to support this action/service:

Research based strategies for English Learners and Long- Term English Learners: <http://laurieolsen.com/resources/>

ELD Standards: <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

Understanding Language Stanford University: <http://ell.stanford.edu/>

Goal 1, #19 Action/Service for Supplemental Funds: \$81,781

Provide a Healthy Start Coordinator (HSC) to support alternative education and comprehensive sites in the provision of physical, social and emotional support including community outreach programs. Services will be principally directed towards EL, FY and LI students. In CUSD's experience, these student populations benefit most from this support and coordination of services.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not providing a coordinator to oversee CUSDs Healthy Start program. Current administration would have to oversee this program.

Research to support this action/service: <http://www.ded.gov/HealthyYouth/cshp>

Goal 1, #20 Action/Service for Supplemental Funds: \$1,160,964

Establish dedicated English Language Development resources to support students, parents, and staff at every secondary school to improve reclassification rates, English language proficiency, graduation rates, and college and career preparation.

Targeted Service or Justification for District Wide Use: Targeted Service

Goal 1, #21 Action/Service for Supplemental Funds: \$225,000

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide an online curriculum (Edgenuity) which is primarily an intervention and credit recovery program to improve graduation rates principally directed towards LI, FY and EL students. This action will help close the achievement gap for these students.

Targeted Service or Justification for District -Wide Use:

Other Considerations: Independent Study packet coursework with no direct instruction; summer school only option. Credit recovery coursework using Edgenuity allows students to progress appropriately towards graduation and further access to meet A-G requirements in an effort to reduce dropout rates.

Research to support this action/service:

Research Briefs:

<http://www.edgenuity.com/102/pdf/Curriculum-Research/Case-Studies/Lufkin-TX-Research-Brief.pdf>

<http://www.edgenuity.com/102/pdf/Curriculum-Research/Case-Studies/Bedford-County-VA-Research-Brief.pdf>

Goal #1, #22 Action/Service for Supplemental Funds: \$50,000

Provide bus service for unduplicated students to attend Clovis Community College courses for dual credit, Career Technical Educational courses, additional bus routes at Title One sites, and additional transportation as needed for targeted students to attend events, meetings, interventions, etc.

Justification for District-Wide Use: Targeted Service

Goal 1, #23 Action/Service for Supplemental Funds: \$60,000

The graduation rates of LI and EL students is below all students, to meet with need CUSD will provide mentoring services to unduplicated students attending

Alternative Education sites. This action will increase the graduation rate for these students. Targeted Service or Justification for District -Wide Use: Targeted Service

Goal 1, #24 Action/Service for Supplemental Funds: \$516,650

Continue support class at each of the comprehensive intermediate schools to reduce the number of at-risk and targeted students dropping out or transferring to alternative education settings. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will have a positive impact on these students post secondary success.

Targeted Service or Justification for District Wide Use:

Other considerations: Alternative Education placements only. Students transferring to an alternative educational setting at the intermediate level due to inappropriate behavior, lack of academic progress, and/or attendance issues are at a higher risk of dropping out.

Research to support this action/service:

The Boys Town Education Model® is a school based intervention strategy that focuses on managing behavior, building relationships, and teaching social skills. <http://www.boystowntraining.org/pd.html>

Goal 1, #25 Action/Service for Supplemental Funds: \$195,946

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide a District Coordinator to oversee the CSI (Clovis Support and Intervention) services provided at each of the K-12 sites. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will help close the achievement gap for these students.

Other Considerations: Increasing the workload of site coordinators; increase hiring of school psychologists; hiring of outside trainers
Stakeholder feedback indicates a need to support the emotional well being of students.

Research to support this action/service:

Student Assistance Training Resource: <http://www.cwsap.com/>

Goal 1, #26 Action/Service for Supplemental Funds: \$40,000

Provide EL students a summer school focused on necessary academic support and accelerated language development.

Targeted Service or Justification for District Wide Use: Targeted Service

Goal 1, #27 Action/Service for Supplemental Funds: \$444,251

Provide additional nursing services to work at selected elementary schools with higher percentage of targeted students. Services will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of chronic absenteeism. We believe that this action will positively impact those outcomes for these students.

Targeted Service or Justification for District- Wide Use:

Other considerations: Not hiring additional nursing services to help support target students. Rely on current levels of support to help meet the needs of target students.

Research to support this action/service: <http://www.ncbi.nlm.nih.gov/pubmed/21223274>

<http://www.cfyetf.org/>

Goal 1, # 28 Action/Service for Supplemental Funds: \$203,496

Provide administrative support and resources to alternative and comprehensive sites to support the needs of their foster youth and homeless students. Services will be principally directed towards FY and Homeless students. It is CUSD's experience that FY and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college.

Targeted Service or Justification for District Wide Use:

Other Considerations: Expectation that sites could meet the needs of their foster youth and homeless students without district coordination. School sites requested additional support to better meet the needs of their foster youth and homeless students. In order to ensure execution of actions and services, it is necessary to have a leadership position supporting and monitoring progress.

Research to support this action/service:

Institute of Education Sciences: <http://ies.ed.gov/>

California Department of Education Quality Schooling Framework: <http://www.cde.ca.gov/qs/>

California Department of Education Resources for Foster Youth: <http://www.cde.ca.gov/ls/pf/fy/resources.asp>

National Center for Homeless Education: <http://center.serve.org/nche/downloads/briefs/youth.pdf>

California Foster Youth Education Task Force: http://foster-ed.org/Modules%20CA/FY_LCFF_Factsheet_District_LCAP_Content.pdf

Goal 1, #29 Action/Service for Supplemental Funds: \$1,001,392

LI and EL students are less likely to access to college and career planning and are achieving below all students on state assessments so CUSD will continue academic counselors to reduce caseloads and increase the amount of time and support for all students, including LI, FY and EL, in preparation for college and career. This action will positively impact those outcomes for these students.

Targeted Service or Justification for District Wide Use:

Other considerations: Not hiring additional academic counselors. Caseloads would remain very high.

Research to support this action/service:

Research on School Counseling Effectiveness:

https://www.counseling.org/PublicPolicy/PDF/Research_Support_School_Counseling-ACA-CSCORE_02-11.pdf

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Goal 1, #30 Action/Service for Supplemental Funds: \$126,663

Continue to fund a Guidance Instructional Specialist to increase the success of at-risk 7--12 grade students, avoid drop outs or chronic absenteeism, and increase graduation rates at our high school with the highest percentage of EL, LI, FY and Homeless students. It is CUSD's experience that EL, LI, FY, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation, and are underrepresented in college. This action will have a positive impact on these students post-secondary success.

Targeted Service or Justification for District- Wide Use:

Other Considerations: Relying on current site administrative team, existing learning director; and non -administrative leadership. In order ensure effective implementation and execution of actions and services, it is necessary to have leadership positions supporting and monitoring progress

Research to support this action/service:

<http://www.wallacefoundation.org/knowledge-center/school-leadership/pages/default.aspx>

http://education.vermont.gov/documents/EDU-PLP_Strategies_for_Effective_School_Leadership_Teams.pdf

<http://www.cehd.umn.edu/carei/publications/documents/ReviewofResearch.pdf>

Goal 1, #31 Action/Service for Supplemental Funds: \$100,000

LI, FY, and EL students are often not fully engaged in the school so CUSD will continue the partnership with Comprehensive Youth Services of Fresno to support the Reagan Educational Center in the provision of physical, social, and emotional support including community outreach programs. Services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance and behavior.

Targeted Service or Justification for District Wide Use:

Other Considerations: Maintaining the current level of physical, social, and emotional support for the student and families of the Reagan Education Center.

Research to support this action/service:

<http://cysfresno.org/>

Goal 1, #32 Action/Service for Supplemental Funds: \$201,766

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to provide administrative support to oversee academic, social & emotional multi-tiered systems of support. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians. This action will help close the achievement gap for these students

Targeted Service or Justification for District Wide Use:

Other Considerations: Relying on current site administrative team, existing learning director; and nonadministrative leadership. In order to ensure effective implementation and execution of actions and services, it is necessary to have leadership positions supporting and monitoring progress.

Research to support this action/service:

National Education Association, Research Spotlight on Parental Involvement in Education: <http://www.nea.org/tools/17360.htm>

Harvard Family Research Project, Parental Involvement and Student Achievement:
<http://www.hfrp.org/publications-resource/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

Goal 1, #33 Action/Service for Supplemental Funds: \$60,685

Continue to fund qualified person(s) to facilitate the implementation of Positive Behavior Intervention and Supports (PBIS) at comprehensive and alternative education K-12 settings in Clovis Unified. Anticipated outcomes include using the PBIS framework to establish positive school culture, increase safety on campus, increase in school attendance and academic achievement, decrease in behaviors that impede learning, define/model/teach/reinforce behavioral expectations, and establish tiers of supports for behavioral and social emotional needs of students. Services will be principally directed towards EL, FY, Homeless and LI students. In CUSD's experiences, these student populations benefit most from this support and coordination of services.

Targeted Service or Justification for District Wide Use:

Other Considerations: Increasing the workload of site coordinators; increase hiring of school psychologists; hiring of outside trainers. Parent feedback indicated the need to increase behavioral supports for students.

Research to support this action/service:

PBIS <http://www.pbis.org>

Goal 1, #34 Action/Service for Supplemental Funds: \$203,786

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will continue to purchase a computer based data management system to monitor student achievement on both state and local assessments principally directed towards LI, FY, Homeless and EL students. This program will give teachers, parents, and administration data reflecting the learning goals of our target students which allows staff to inform and guide their instruction. This action will help close the achievement gap for these students.

Targeted Service or Justification for District Wide Use:

Other Considerations: Not having a computer based system to monitor student achievement data and track target student groups. A computer monitoring system is a critical need to inform and guide instructional practices in an effort to maximize student achievement.

Research to support this action/service:

The Impact of Formative Assessment and Learning Intention on Student Achievement August 2014:

<http://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf>

Formative assessment: An Enabler of Learning http://www.amplify.com/assets/regional/Heritage_FA.pdf

West Ed Using Student Achievement Data To Support Instructional Decision Making

<http://wested.mediacore.tv/media/using-student-achievement-data-to-support-instruct>

Goal 1, #35 Action/Service for Supplemental Funds: \$139,578

The achievement of LI and EL students on state assessments is below all students. To meet this need the district will provide administrative support to oversee professional development of staff and support student needs centered around diversity and poverty. Support will be principally directed towards servicing LI, EL, Foster and Homeless students and parents/guardians in an effort to maximize student achievement. It is CUSD's experience that these student populations benefit most from this support and coordination of services. This action will help close the achievement gap for these students.

Target Service or Justification for District Wide Use:

Other Considerations: Not having something direct, support and further District policies and programs which promote community education and intercultural awareness, understanding, and appreciation of those differences within the school and the community in an effort to maximize student achievement.

Research to support this action/service:

Research to support this action/service:

Payne, Ruby K. A Framework For Understanding Poverty. Aha! Process, Inc. Texas. 1996.

Payne, Ruby K. A Framework For Understanding Poverty 10 Actions to Educate Students Workbook. Aha! Process, Inc. Texas. 1998

Souther, Elizabeth W. The R Rules A Guide for Teens to Identity and Build Resources. Aha! Process, Inc. Texas. 2008.

Goal 1, #36 Action/Service for Supplemental Funds: \$350,039

Provide additional behavioral support psychologists and assistants to support elementary sites. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Target Service or Justification for District Wide Use:

Other Considerations: Not hiring additional behavioral support psychologies to support elementary sites. Relying on our current school psychologist to provide this support.

Research to support this action/service:

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487--498.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance & Counseling*, 20, 39--48.

Goal 1, #37 Action/Service for Supplemental Funds: \$233,629

Provide additional social emotional psychologists at each comprehensive high school. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Target Service or Justification for District -Wide Use

Other Considerations: Not hiring additional behavioral support psychologies to support elementary sites. Relying on our current school psychologist to provide this support.

Research to support this action/service:

Diver-Stamnes, A.C. (1991). Assessing the effectiveness of an intercity high school peer counseling program. *Urban Education*, 26, 269--284.

Robinson, S.E., Morrow, S., Kigin, T. & Lindeman, M. (1991). Peer counselors in a high school setting: Evaluation of training and impact on students.

The School Counselor, 39, 35-40.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70, 487-498.

Goal 1, #38 Action/Service for Supplemental Funds: \$158,935

Provide a lead psychologist to oversee, provide leadership of the CUSD Comprehensive Wellness plan. Services will be principally directed towards LI, EL and Foster Youth. It is CUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. We believe that this action will positively impact those outcomes for these students.

Target Service or Justification for District-Wide Use

Other Considerations: Not having someone oversee the CUSD Comprehensive Wellness Plan for CUSD

Research to support this action/service:

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance & Counseling*, 20, 39-48.

St. Clair, K.L. (1989). Middle school counseling research: A resource for school counselors. *Elementary School Guidance & Counseling*, 23, 219-226.

Whitson, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: implications for practice. *Journal of Counseling & Development*, 76, 412-426.

Goal #2, #3 Action/Service for Supplemental Funds: \$1,498,142

Continue to fund School Resource Officers and dispatcher to support school safety and foster positive school experiences principally directed toward LI, FY and EL students. It is our experience in CUSD that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI, and FY student populations.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Contracting with the City of Clovis PD, Fresno PD, and Sheriff's Department; Community Service Officers Stakeholder feedback indicates that ensuring a safe and secure school environment is a priority.

Research to support this action/service:

The Facts Behind School Safety: <http://www2.ed.gov/nclb/freedom/safety/keepingkids.html>

Goal 2, #5 Action/Service for Supplemental Funds: \$523,680

Provide supplemental resources to ensure targeted students have access to rigorous standards aligned curriculum. Resources will be principally directed towards FY, LI, EL and Homeless students. It is CUSD's experience that FY, LI, EL, and Homeless students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. This action will positively impact those outcomes for these students.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Teachers independently creating and choosing their own materials thus increasing their workload. Supplemental standards aligned materials provide students with instructional resources to access core content based on their individualized needs.

Research to support this action/service:

California Department of Education Frameworks: <http://www.cde.ca.gov/be/st/fr/>

Hattie, John A.C. Visible Learning A Synthesis of Over 800 Meta-Analyses Relating To Achievement. Routledge. New York. 2009.

Goal 2, #6 Action/Service for Supplemental Funds: \$45,000

Parents, LI, FY and EL students are often not fully engaged in the educational process so CUSD will provide additional parent/guardian oral and written translation services to increase access and involvement of parents or guardians of EL, LI and FY.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Not providing additional written translation to our EL parents or guardians.

Research to support this action/service:

<http://hechingerreport.org/schools-federal-pressure-translate-immigrant-families/>

<http://www.colorincolorado.org/article/how-reach-out-parents-ells>

Goal 2, #7 Action/Service for Supplemental Funds: \$180,000

Parents LI, FY and EL students are often not fully engaged in the educational process so CUSD will fund Parent Resource Center/Community Resource Centers in each Area. Provide additional parent engagement resources (workshops, training, connection points to schools, "how to" resources, etc.). This service would be coordinated K-12 with the Transition Counselor/Coordinator/Director team identified under Goal 1. This action will have a positive impact on these student parents involvement.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Not funding a parent resource center and maintaining the status quo.

Research to support this action/service:

<http://www.hfrp.org/publications-resources/publications-series/early-childhood-digests/family-resource-centers-where-school-readiness-happens>

https://www2.ed.gov/admins/comm/parents/parentinvolve/report_pg24.html

Goal #3, #2 Action/Service for Supplemental Funds: \$1,072,927

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide Learning Directors for leadership, coordinate professional learning communities and other professional development efforts, implement standards, and support services principally directed toward EL, FY and LI students as well as all students, Each Learning Director will oversee the Area Transition Team, Parent Resource Center/Community Resource Center, and EL programs. This action will help close the achievement gap for these students.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Relying on current site administrative team, existing learning director; and non-administrative leadership.

In order to ensure effective implementation and execution of actions and services, it is necessary to have a leadership position supporting monitor student progress.

Research to support this action/service:

Marzano, Robert J., Waters, Timothy, McNulty Brian A. School Leadership that Works. ASCD. Virginia. 2005. Marzano, Robert J. What Works in Schools

Translating Research into Action. ASCD. Virginia. 2003.

Goal 3, #3 Action/Service for Supplemental Funds: \$561,042

The achievement of LI and EL students on state assessments is below “All” students, to meet this need CUSD will provide professional development specific to the implementation of California's Content Standards, train highly qualified teachers, and develop new curriculum units and assessments aligned to standards to ensure all students, principally directed toward EL, LI and FY, achieve at a high level. This action will help close the achievement gap for these students.

Targeted Service or Justification for District-Wide Use:

Other Considerations: Expectation that sites and teachers would accomplish on their own without district coordination and consistency.

Teacher's requested research based professional development in an effort to build capacity, expand knowledge, and develop curriculum that is aligned to California Content Standards.

Research to support this action/service:

California Content Standards in Reading/Language Arts: California Department of Education California Content Standards-ELA
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Appendices for the ELA California Content Standards: <http://www.corestandards.org/ELA-Literacy> and <http://achievethecore.org/>

California Content Standards in Mathematics <http://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>

Appendices for the Math California Content Standards: <http://www.corestandards.org/Math/>

<http://achievethecore.org/>

California Content Standards ELA/ELD Framework: <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Digital Chalkboard: <https://www.mydigitalchalkboard.org/>

The Teaching Channel: www.teachingchannel.org

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

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

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).

(d) “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).

(e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	453,553,204.00	472,044,656.00	428,065,310.00	453,553,204.00	469,770,825.00	1,351,389,339.00
	0.00	0.00	89,567.00	0.00	0.00	89,567.00
Federal	7,601,616.00	11,230,992.00	0.00	7,601,616.00	11,400,581.00	19,002,197.00
LCFF	3,473,852.00	0.00	10,801,700.00	12,103,209.00	10,335,347.00	33,240,256.00
LCFF Base	325,385,796.00	320,545,315.00	37,332,633.00	317,460,439.00	314,685,855.00	669,478,927.00
LCFF Base and Supplemental, State Grants	0.00	672,859.00	1,881,737.00	0.00	1,803,053.00	3,684,790.00
LCFF Supplemental	30,289,920.00	27,100,454.00	22,965,122.00	29,585,920.00	29,897,757.00	82,448,799.00
LCFF, State and Federal Grants, and Local	68,390,254.00	77,678,614.00	353,994,551.00	68,390,254.00	73,971,167.00	496,355,972.00
Local	7,678,960.00	11,566,038.00	0.00	7,678,960.00	11,698,882.00	19,377,842.00
Prop 20 Lottery	1,000,000.00	1,739,000.00	1,000,000.00	1,000,000.00	1,300,000.00	3,300,000.00
State	3,423,413.00	2,988,420.00	0.00	3,423,413.00	3,478,331.00	6,901,744.00
State Grants and Apportionments	6,309,393.00	18,522,964.00	0.00	6,309,393.00	11,199,852.00	17,509,245.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	453,553,204.00	472,044,656.00	428,065,310.00	453,553,204.00	469,770,825.00	1,351,389,339.00
	0.00	0.00	278,897,547.00	0.00	890,551.00	279,788,098.00
1000-1999: Certificated Personnel Salaries	189,160,327.00	193,845,109.00	42,279,598.00	186,823,456.00	202,892,044.00	431,995,098.00
2000-2999: Classified Personnel Salaries	75,662,098.00	80,004,335.00	42,554,499.00	77,433,111.00	84,319,304.00	204,306,914.00
3000-3999: Employee Benefits	124,463,100.00	126,727,328.00	35,018,794.00	126,624,952.00	116,383,527.00	278,027,273.00
4000-4999: Books And Supplies	26,367,350.00	29,022,357.00	14,009,493.00	26,131,707.00	24,197,507.00	64,338,707.00
4200 Textbooks	4,450,680.00	1,972,000.00	4,450,680.00	4,450,680.00	4,750,680.00	13,652,040.00
5000-5999: Services And Other Operating Expenditures	29,822,065.00	35,628,963.00	7,721,864.00	29,014,468.00	33,391,584.00	70,127,916.00
6000-6999: Capital Outlay	772,121.00	1,460,267.00	332,835.00	274,830.00	145,628.00	753,293.00
7000-7439: Other Outgo	2,855,463.00	3,384,297.00	2,800,000.00	2,800,000.00	2,800,000.00	8,400,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	453,553,204.0 0	472,044,656.0 0	428,065,310.0 0	453,553,204.0 0	469,770,825.0 0	1,351,389,339. 00
		0.00	0.00	89,567.00	0.00	0.00	89,567.00
	LCFF, State and Federal Grants, and Local	0.00	0.00	278,807,980.0 0	0.00	0.00	278,807,980.0 0
	State	0.00	0.00	0.00	0.00	890,551.00	890,551.00
1000-1999: Certificated Personnel Salaries	Federal	3,057,080.00	4,469,415.00	0.00	3,054,937.00	4,512,143.00	7,567,080.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	111,304.00	112,974.00	106,013.00	330,291.00
1000-1999: Certificated Personnel Salaries	LCFF Base	136,125,260.0 0	147,823,624.0 0	0.00	136,566,228.0 0	149,496,685.0 0	286,062,913.0 0
1000-1999: Certificated Personnel Salaries	LCFF Base and Supplemental, State Grants	0.00	0.00	482,165.00	0.00	0.00	482,165.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	13,855,041.00	12,133,960.00	9,920,541.00	12,215,763.00	12,286,363.00	34,422,667.00
1000-1999: Certificated Personnel Salaries	LCFF, State and Federal Grants, and Local	29,868,339.00	28,904,332.00	31,765,588.00	29,868,339.00	31,816,364.00	93,450,291.00
1000-1999: Certificated Personnel Salaries	Local	294,754.00	159,150.00	0.00	282,754.00	162,333.00	445,087.00
1000-1999: Certificated Personnel Salaries	State	1,237,392.00	234,445.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	State Grants and Apportionments	4,722,461.00	120,183.00	0.00	4,722,461.00	4,512,143.00	9,234,604.00
2000-2999: Classified Personnel Salaries	Federal	1,076,532.00	1,712,781.00	0.00	1,076,532.00	1,747,036.00	2,823,568.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	3,296,292.00	3,345,736.00	3,297,956.00	9,939,984.00
2000-2999: Classified Personnel Salaries	LCFF Base	49,181,344.00	49,632,577.00	17,961,697.00	45,753,657.00	47,327,273.00	111,042,627.0 0
2000-2999: Classified Personnel Salaries	LCFF Base and Supplemental, State Grants	0.00	0.00	89,016.00	0.00	0.00	89,016.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	4,405,475.00	4,138,306.00	3,558,065.00	6,469,756.00	6,474,641.00	16,502,462.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	LCFF, State and Federal Grants, and Local	17,240,259.00	19,922,215.00	17,649,429.00	17,240,259.00	19,272,595.00	54,162,283.00
2000-2999: Classified Personnel Salaries	Local	3,248,158.00	4,453,301.00	0.00	3,248,158.00	4,452,367.00	7,700,525.00
2000-2999: Classified Personnel Salaries	State	211,317.00	12,331.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	State Grants and Apportionments	299,013.00	132,824.00	0.00	299,013.00	1,747,436.00	2,046,449.00
3000-3999: Employee Benefits	Federal	1,306,713.00	2,086,343.00	0.00	1,304,370.00	2,117,251.00	3,421,621.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	1,717,156.00	1,751,499.00	1,729,949.00	5,198,604.00
3000-3999: Employee Benefits	LCFF Base	94,944,080.00	80,357,330.00	7,940,348.00	93,582,931.00	80,234,527.00	181,757,806.00
3000-3999: Employee Benefits	LCFF Base and Supplemental, State Grants	0.00	672,859.00	183,408.00	0.00	0.00	183,408.00
3000-3999: Employee Benefits	LCFF Supplemental	7,687,740.00	7,031,743.00	5,972,257.00	6,911,261.00	7,268,863.00	20,152,381.00
3000-3999: Employee Benefits	LCFF, State and Federal Grants, and Local	17,117,616.00	21,906,639.00	19,205,625.00	17,117,616.00	18,718,168.00	55,041,409.00
3000-3999: Employee Benefits	Local	1,444,854.00	1,578,175.00	0.00	1,444,854.00	1,609,738.00	3,054,592.00
3000-3999: Employee Benefits	State	873,089.00	325,195.00	0.00	3,423,413.00	2,587,780.00	6,011,193.00
3000-3999: Employee Benefits	State Grants and Apportionments	1,089,008.00	12,769,044.00	0.00	1,089,008.00	2,117,251.00	3,206,259.00
4000-4999: Books And Supplies	Federal	1,467,860.00	1,529,616.00	0.00	1,519,967.00	1,697,860.00	3,217,827.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	5,277,926.00	6,493,978.00	2,333,000.00	14,104,904.00
4000-4999: Books And Supplies	LCFF Base	19,883,227.00	16,572,010.00	3,558,538.00	13,248,751.00	11,076,443.00	27,883,732.00
4000-4999: Books And Supplies	LCFF Base and Supplemental, State Grants	0.00	0.00	500,000.00	0.00	1,803,053.00	2,303,053.00
4000-4999: Books And Supplies	LCFF Supplemental	1,643,673.00	1,650,542.00	1,736,020.00	1,933,058.00	1,605,929.00	5,275,007.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	LCFF, State and Federal Grants, and Local	1,289,064.00	2,609,904.00	2,937,009.00	1,289,064.00	1,289,064.00	5,515,137.00
4000-4999: Books And Supplies	Local	1,550,314.00	2,858,646.00	0.00	1,537,814.00	2,895,427.00	4,433,241.00
4000-4999: Books And Supplies	State	424,137.00	1,129,303.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	State Grants and Apportionments	109,075.00	2,672,336.00	0.00	109,075.00	1,496,731.00	1,605,806.00
4200 Textbooks	LCFF Base	2,927,000.00	0.00	2,927,000.00	2,927,000.00	2,927,000.00	8,781,000.00
4200 Textbooks	LCFF Supplemental	523,680.00	233,000.00	523,680.00	523,680.00	523,680.00	1,571,040.00
4200 Textbooks	Prop 20 Lottery	1,000,000.00	1,739,000.00	1,000,000.00	1,000,000.00	1,300,000.00	3,300,000.00
5000-5999: Services And Other Operating Expenditures	Federal	685,235.00	1,432,837.00	0.00	645,810.00	1,326,291.00	1,972,101.00
5000-5999: Services And Other Operating Expenditures	LCFF	399,022.00	0.00	399,022.00	399,022.00	2,868,429.00	3,666,473.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	22,324,885.00	23,216,298.00	1,870,220.00	22,307,042.00	20,678,299.00	44,855,561.00
5000-5999: Services And Other Operating Expenditures	LCFF Base and Supplemental, State Grants	0.00	0.00	627,148.00	0.00	0.00	627,148.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	2,174,311.00	1,912,903.00	1,254,559.00	1,532,402.00	1,738,281.00	4,525,242.00
5000-5999: Services And Other Operating Expenditures	LCFF, State and Federal Grants, and Local	2,874,976.00	3,573,619.00	3,570,915.00	2,874,976.00	2,874,976.00	9,320,867.00
5000-5999: Services And Other Operating Expenditures	Local	1,140,880.00	2,516,766.00	0.00	1,165,380.00	2,579,017.00	3,744,397.00
5000-5999: Services And Other Operating Expenditures	State	132,920.00	147,963.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	112,347,004.00	118,718,406.00	105,835,119.00	112,347,004.00	114,695,325.00	332,877,448.00
Goal 2	43,266,263.00	41,990,071.00	40,535,217.00	43,266,263.00	45,509,671.00	129,311,151.00
Goal 3	297,939,937.00	311,336,179.00	281,694,974.00	297,939,937.00	309,565,829.00	889,200,740.00

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