

# LCFF Budget Overview for Parents

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

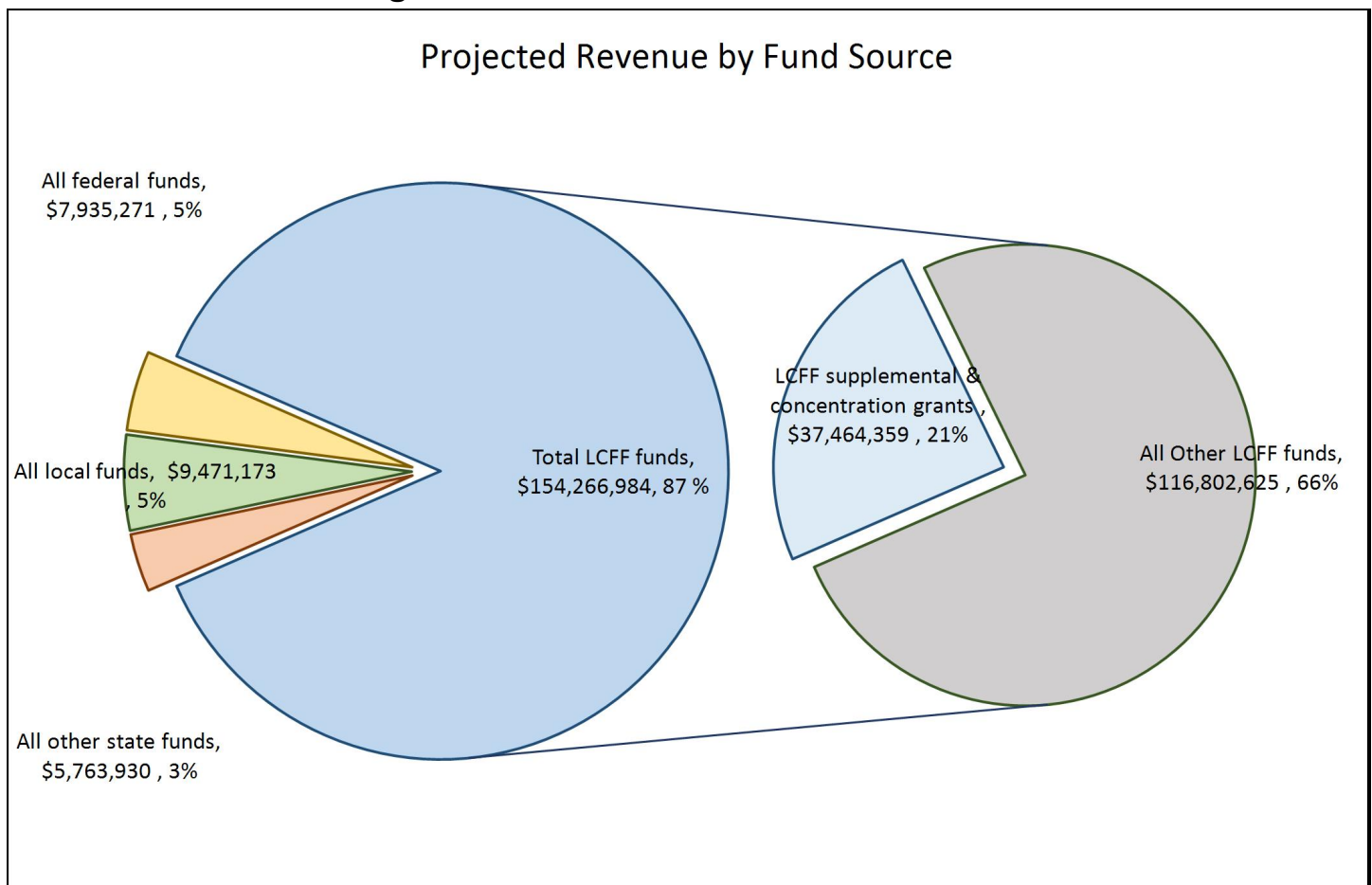
CDS Code: 50-71043-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Amy Peterman, Ed.D., Assistant Superintendent

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

## Budget Overview for the 2019-20 LCAP Year

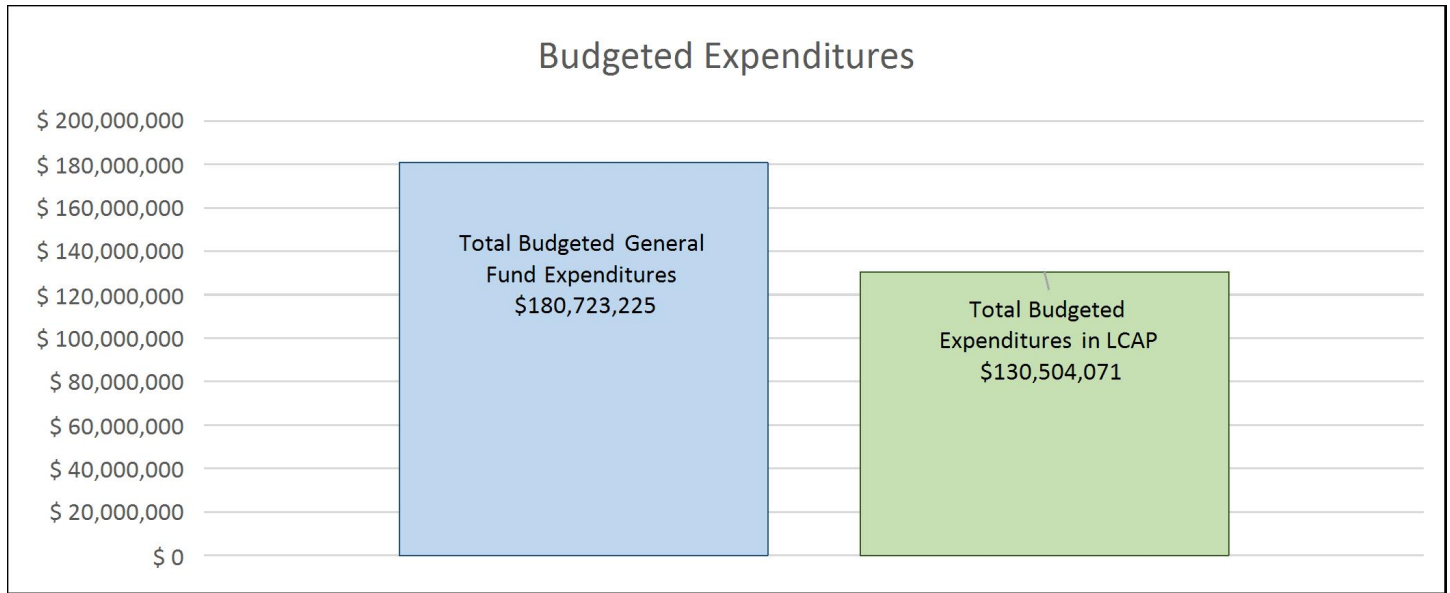


This chart shows the total general purpose revenue Ceres Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Ceres Unified School District is \$177,437,358, of which \$154,266,984 is Local Control Funding Formula (LCFF), \$5,763,930 is other state funds, \$9,471,173 is local funds, and \$7,935,271 is federal funds. Of the \$154,266,984 in LCFF Funds, \$37,464,359 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ceres Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Ceres Unified School District plans to spend \$180,723,225 for the 2019-20 school year. Of that amount, \$130,504,071 is tied to actions/services in the LCAP and \$50,219,154 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Board of Trustees prioritizes decisions based on the needs of students, families, and staff, strategically allocating fiscal and personnel resources to achieve the vision and mission of the district. The majority of district expenditures (80%) are used to hire teachers and staff who deliver services to students.

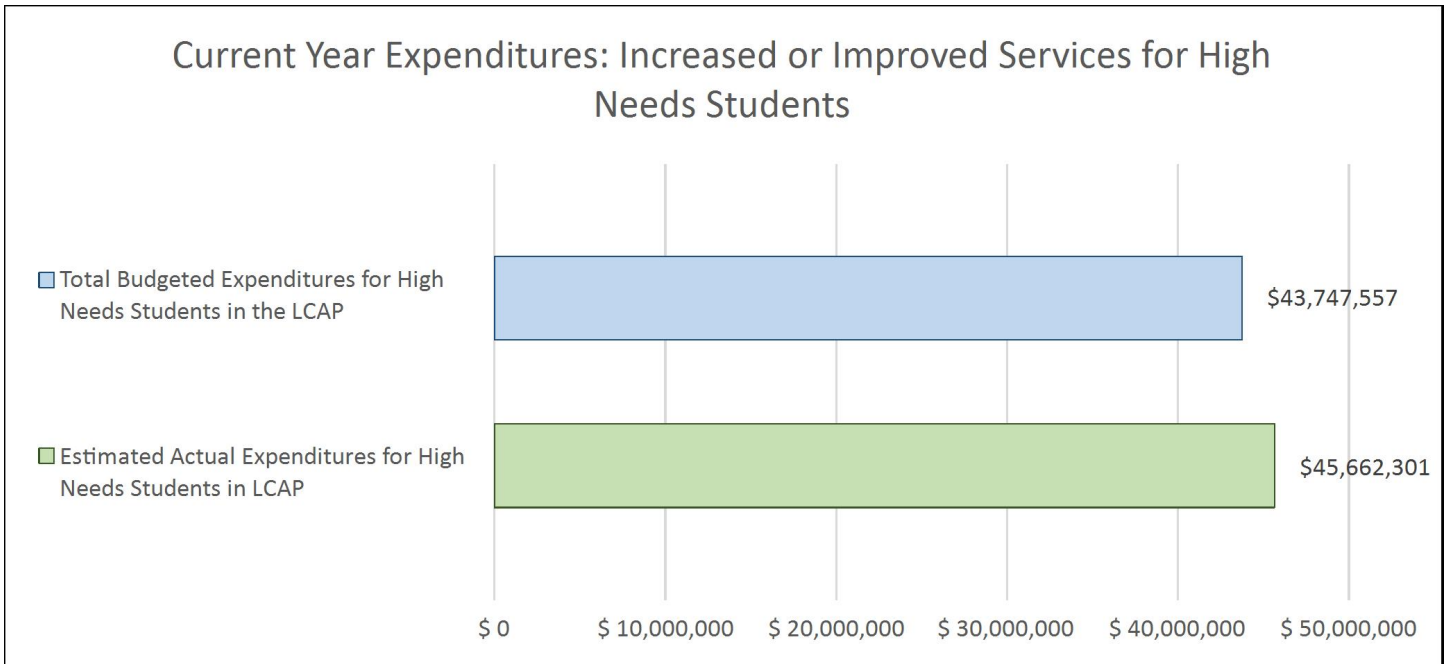
General Fund Budget Expenditures not included in the LCAP are allocated to costs such as overhead, operations and maintenance, transportation, and special education.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Ceres Unified School District is projecting it will receive \$37,464,359 based on the enrollment of foster youth, English learner, and low-income students. Ceres Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Ceres Unified School District plans to spend \$46,817,229 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Ceres Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ceres Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Ceres Unified School District's LCAP budgeted \$43,747,557 for planned actions to increase or improve services for high needs students. Ceres Unified School District estimates that it will actually spend \$45,662,301 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$1,914,744 had the following impact on Ceres Unified School District's ability to increase or improve services for high needs students: Because of the high percentage of unduplicated students in Ceres Unified (85.8%), all actions and services in the LCAP impact high needs students.

2019-20

# 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
Ceres Unified School District	Amy Peterman, Ed.D. Assistant Superintendent	apeterman@ceres.k12.ca.us 209-556-1520

## 2017-20 Plan Summary

### The Story

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

Ceres Unified School district is bounded by agricultural holdings. The area is known for growing fruit, grapes and almonds as well as being a large dairy production area. Within the district is a federally operated Migrant Camp provided for families who work in the related agricultural crops and industries grown and harvested in the area. The socioeconomic makeup of the community is impacted by a significant number of individuals who live close to the poverty level. In 2018-2019, 81.8% of the students are eligible for the federally funded Free and Reduced Lunch Program, a poverty indicator determined by the California Department of Education. 31.8% of students are classified as English learners, and the Local Control Funding Formula Unduplicated Count of students is 85.8%.

As a result of data analysis detailing the demographics, goals, outcomes, metrics, and results, and consultation and engagement with stakeholder groups, the 2018-2019 Ceres Unified Local Control Accountability Plan has been evaluated and the goals, actions, and services have been updated for the 2019-2020 school years.

Providing high levels of academic and wrap around services on a districtwide basis will raise the level of education for all students in Ceres. As Dr. Anthony Muhammad emphasizes in his book *Overcoming the Achievement Gap Trap*, in high achieving schools, internal and external obstacles are viewed as “challenges and opportunities for growth and to do what is perceived as impossible...they recognize that students are not at risk but...school dependent. They believe that with the right guidance, resources, and enough time, ALL students can become academically and socially successful”. This is a belief at the core of the goals, actions, and services of the Ceres Unified Local Control Accountability Plan.

With an 85.8% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Knowing this, actions and services in this Local Control Accountability Plan are provided on a districtwide basis, with the supplemental and concentration grant dollars principally directed toward meeting the needs of school-dependent students.

## LCAP Highlights

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

Developed in consultation with stakeholders representing students, families, the community, and staff, the Ceres Unified Local Control Accountability Plan provides transparency regarding the goals, actions, services, and budget to fulfill the priorities, vision, and mission of the Board of Trustees:

- **Priorities:** The Board of Trustees prioritizes decisions based on the needs of students, families, and staff, strategically allocating fiscal and personnel resources to achieve the vision and mission of the district.
- **Vision:** All students academically prepared to achieve their full potential, supported by and contributing to the community.
- **Mission:** Provide quality instruction and support programs resulting in equitable achievement and college and career readiness for every student.

To achieve the priorities, mission, and vision of the Board, the Local Control Accountability Plan and the Ceres Unified Strategic Plan have been combined with a focus on three main goals:

- **Goal A:** Provide excellent and equitable Conditions of Learning for each student through effective instruction within learning environments in good repair.
- **Goal B:** Ensure Pupil Outcomes reflect access, equity, and achievement in research-based instruction and support programs leading to college and career readiness.
- **Goal C:** Provide active family and student Engagement programs which increase participation and results for all students.

These goals drive the focus on actions and services with a focus on increasing and improving services for the students in Ceres schools.

Utilizing the ongoing process of stakeholder involvement, Ceres Unified will continue to implement, evaluate, and revise the goals, actions, and services within the LCAP, using specific outcomes, metrics, and results to inform actions and services in 2019-2020 and beyond. The voices and experiences of Ceres students, families, community members, and staff are critical in the ongoing cycle of reflection, planning, and evaluation needed as we work toward closing expectation and achievement gaps and achieving the Ceres mission to provide quality instruction and support programs resulting in equitable achievement and college and career readiness for every student.

# 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

Dashboard Indicator data released in December 2018 reflect LEA performance levels are in the green, yellow, and orange ranges. Analysis of the level of change reflect the following growth:

English Language Arts (yellow): 25.4 points below standard (increased 6.3 points); all student groups maintained or increased.

Mathematics (yellow): 67.5 points below standard (increased 4.4); 8/12 student groups maintained or increased.

College/Career Readiness (green): 53.5% prepared (increased 17.5%); all student groups maintained or increased.

Suspension Rate (yellow): 7.4% (declined 3.3%); 12/13 student groups declined.

Evaluation of the Ceres Unified Strategic Plan/LCAP state and local metrics indicates the following areas of celebration and progress related to the LCFF state priorities for each of the LCAP goals:

### Goal A: Conditions of Learning

Progress has been made in maintaining the percentage of highly qualified staff, implementing new instructional materials adoptions and technology, monitoring effectiveness of instructional norms and standards-based instruction, and providing access to a broad course of study that includes art, music, and career technical education.

### Goal B: Pupil Outcomes

Ceres students demonstrated growth in both English Language Arts and Mathematics on the Spring 2018 CAASPP. Students continue to have access to UC/CSU a-g coursework, and additional learning directors are providing increased and improved support for students and families as they plan for college and careers. Increased enrollment in Advanced Placement courses continues to be a celebration in Ceres.

Students and families continue to access the mental and physical health services provided by Ceres Unified. Mentoring, social skills, counseling, and clinician services continue to be accessible to students in all grade spans, and feedback about the impact of these services is overwhelmingly positive. Meeting the social and emotional needs of the students and providing referrals to community services for families continues to improve student capacity to learn.

### Goal C: Family and Student Engagement

Maintaining a high number of volunteers in Ceres schools is evidence of the importance families place on education and services provided for their children. Each school site continues to engage families, setting specific goals and actively soliciting engagement of those who may not already feel connected and welcome on campus.

The 3.3% decrease in the Suspension Rate Indicator is a result of maintaining a strong focus on positive school climate and culture and finding alternatives to suspension for students.

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**

Dashboard Indicator data released in December 2018 reflect the Chronic Absenteeism Indicator as orange:

Chronic Absenteeism Rate (2017-2018) (orange):

Overall: 9% (increased 0.6%)

1/13 subgroups red (Homeless 21%, maintained with a slight increase of 0.3%)

10/13 subgroups orange (increases ranged from no change to 2.8% for the various student groups)

When examining specific student groups, the following areas of need are apparent:

Students with Disabilities:

English Language Arts (2017-2018) (orange): Very low at 113.9 points below standard, increased 4.3 points

Mathematics (2017-2018) (red): Very low at 145.8 points below standard, maintained 0.4 points

Graduation Rate (2017-2018) (red): Very low at 63.4%, declined significantly by 12.9%

Evaluation of the Ceres Unified Strategic Plan/LCAP state and local metrics indicates the following areas of growth related to the LCFF state priorities for each of the LCAP goals:

Goal A: Conditions of Learning

Providing support for teachers new to the profession through student teaching, peer coaching, and induction as well as job-embedded professional learning for teachers with California Clear credentials is a continued area of focus. In addition, increased professional learning is needed to assist teachers in both content knowledge and use of instructional materials, including digital adoptions and educational technology. Increasing rigor is a continued area of focus.

Goal B: Pupil Outcomes

There is a need to increase achievement in both English language arts and mathematics for all student groups, particularly Students with Disabilities. Working in collaborative teams, teachers are creating common formative assessments, sharing best practices, and providing both intervention and enrichment for students. In addition, learning directors, assistant principals, and principals are closely monitoring student data and systematically planning for intervention and enrichment for students based on common formative and summative data.

Goal C: Family and Student Engagement

Continue to implement programs that focus on increasing family engagement, communication and educational programs so families are prepared to support student learning. Continue working with students and families to increase attendance and student connectedness to school. Focus on strategies and programs to increase graduation rates, particularly for Students with Disabilities. To support these goals, continued professional learning on actively and cognitively engaging students as well as shaping behaviors will remain an area of attention.

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

Dashboard Indicator data released in December 2018 reflect the following student groups two or more performance levels below the “all student” performance:

Suspension Rate:

All Students: Yellow - 7.4%

Foster Youth: Red - 26.7%

Graduation Rate:

All Students: Yellow - 85.6%

Students with Disabilities: Red - 63.4%

Mathematics:

All Students: Yellow - 67.5 points below standard

African-American students: Red - 97.7 points below standard

Students with Disabilities: Red - 145.8 points below standard

To address these needs, staff will continue to improve Positive Behavior Interventions and Supports (PBIS) provided for students, focusing on equitable disciplinary strategies and enlisting the support of the Foster Youth liaison. A Students with Disabilities task force has been formed to allow staff to come together to identify root causes and develop strategies, with a focus on academic supports in English Language Arts and mathematics as well as improving graduation rates. Finally, staff will maintain a continued focus on mathematics, closely monitoring learning "by student, by standard" to determine ways to increase outcomes for African-American students.

## 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.

Don Pedro Elementary School, Cesar Chavez Junior High School, and Endeavor High School.



## 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.

District staff worked closely with site leaders of the three schools who are implementing comprehensive support and improvement activities. District staff provided guidance and technical assistance to site leaders by providing necessary data for them to analyze as they revised school plans. Needs assessments focused on the analysis of California School Dashboard indicator data as well as locally-collected data pertaining to the indicators (examples of such data include teacher credentialing data, school climate survey results, and mental health program usage). Sites identified evidence-based interventions to target the identified need as a result of data analysis. Site leaders solicited input from school site council members when revising the school plan for 2019-2020.

Resource inequities identified during the school plan revision process included: the use of modified curriculum that mild/moderate special education students receive, which means students are not always receiving access to grade level standards; master schedule and instructional minutes limitations within the school day, particularly for Endeavor students who only attend on site for a half-day independent study program; and the district music and PE schedules that limit the elementary daily schedules to provide first-time instruction, intervention and extension at flexible times during the school day.

## 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.

District staff will work closely and meet regularly with site leaders of CSI schools as they monitor the metrics identified in their School Plans as well as the 2019 California School Dashboard indicator data in order to evaluate the effectiveness of their plans. Staff will regularly monitor progress using multiple measures during the school year. District will provide support to sites to help with the collection, organization, and monitoring of data as well as supporting site staff with utilizing the district's data management system.

# 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 A

Provide excellent and equitable Conditions of Learning for each student through effective instruction within learning environments in good repair.

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 7: Course Access (Conditions of Learning)

Local Priorities:     Ceres Unified Strategic Plan, Local Educational Agency Plan, Ceres Unified Technology Plan

## Annual Measurable Outcomes

Expected

### Metric/Indicator

A1|A2. Highly qualified percentage; degree to which teachers are assigned, degree to which teachers are fully credentialed, Ceres Certification of Direct Instruction certification rates

### 18-19

Highly Qualified Staff:  
95% or higher

Degree to Which Teachers are Appropriately Assigned:  
95% or higher

Degree to Which Teachers are Fully Credentialed for Subject:  
95% or higher

CCDI Certification:  
40% or higher

Actual

A1|A2. Highly qualified percentage; degree to which teachers are assigned, degree to which teachers are fully credentialed, Ceres Certification of Direct Instruction certification rates

18-19 Results:

Highly Qualified Staff:  
100%

Degree to Which Teachers are Appropriately Assigned:  
99%

Degree to Which Teachers are Fully Credentialed for Subject:  
94%

CCDI Certification:  
28%

Expected

**Baseline**

Highly Qualified Staff:

2016-2017: 96.0%

2017-2018: 99.0%

Degree to Which Teachers are Appropriately Assigned:

2016-2017: 97.0%

2017-2018: 99.0%

Degree to Which Teachers are Fully Credentialed for Subject:

2016-2017: 95.0%

2017-2018: 95.0%

CCDI Certification:

2016-2017: 37%

2017-2018: 34%

**Metric/Indicator**

A3|A4. Instructional materials inventory; Employee Technology Satisfaction Survey

**18-19**

Implement Mathematics, ELA/ELD, History/Social Studies adoptions and 1:World devices.

Pilot and adopt for NGSS

Maintain satisfaction at 4.0 or higher

**Baseline**

Staff implemented the adoption of K-12 mathematics, 1:World devices and also piloted and adopted K-12 English Language Arts and English Language Development instructional materials.

2017-2018: New implementation of K-12 ELA/ELD, continued implementation of math and 1:World devices. Adopted and purchased new History/Social Studies materials.

Technology Satisfaction Survey:

2016-2017: 4.3 out of 5.0

2017-2018: 4.35 out of 5.0

**Metric/Indicator**

Actual

A3|A4. Instructional materials inventory; Employee Technology Satisfaction Survey

18-19 Results:

K-12 staff implemented new instructional materials for History/Social Studies. Staff continued the implementation of K-12 English Language Arts/English Language Development, mathematics, and 1:World devices.

Staff piloted and adopted instructional materials for K-8 science. The decision was made to pilot and adopt 9-12 science in 2019-20.

Technology Satisfaction Survey:

4.39 out of 5.0

A5|A6. Facility Site Visit Protocol; Facility Satisfaction Survey

## Expected

A5|A6. Facility Site Visit Protocol; Facility Satisfaction Survey

### 18-19

Maintain ratings of 9 or 10 at all schools

Maintain satisfaction at 4.0 or higher

### Baseline

2016-2017 Facility Site Visit Protocol:

19 of the 20 Ceres Unified school campuses received Great (9) or Exemplary (10) on the CUSD facility rating.

2017-2018: 19 of 20 schools scored a 9 or 10

Facility Satisfaction Survey:

2016-2017: 4.28 out of 5.0

2017-2018: 4.36 out of 5.0

### Metric/Indicator

A7|A8. Instructional Norms Visits; Classroom Walk Throughs

### 18-19

Deeper and more effective implementation of the standards and instructional practices as observed through formal and informal classroom observations

### Baseline

Deeper and more effective implementation of the standards and instructional practices as observed through formal and informal classroom observations

2017-2018: Standards implementation was monitored through classroom walkthroughs and site visits using the CUSD instructional design and delivery norms. Monitoring indicated that teachers are making continued growth in implementing the standards effectively.

### Metric/Indicator

A9|A10. Master Schedule of Courses and Enrollment; UC/CSU a-g completion rate; Arts and Music schedule

### 18-19

Maintain zero periods, art and music lessons at current levels.

Increase AP and CTE enrollment in line with percentage increases in overall school enrollment

## Actual

18-19 Results:

Facility Site Visit Protocol:

19 of 20 schools scored a 9 or 10.

Facility Satisfaction Survey:

4.28 out of 5.0

A7|A8. Instructional Norms Visits; Classroom Walk Throughs

18-19 Results:

Standards implementation was monitored through classroom walkthroughs and site visits using the CUSD instructional design and delivery norms.

Monitoring indicated that teachers and teacher teams continue to grow in their effective implementation of the standards.

A9|A10. Master Schedule of Courses and Enrollment; UC/CSU a-g completion rate; Arts and Music schedule

18-19 Results:

Expansion of course offerings:

12 "zero" period courses

K-6 Art lessons: 1,465

**Expected**

Increase UC/CSU a-g completion by 5%

**Baseline**

Expansion of course offerings:

2016-2017: 10

2017-2018: 9 "zero" periods

K-6 Art Lessons:

2016-2017: 1,782

2017-2018: 1,470

K-6 Music Lessons:

2016-2017: 1,737

2017-2018: 1,900

AP Enrollment:

2016-2017: 1,459 students

2017-2018: 1,488

CTE Enrollment:

2016-2017: 34.0%

2017-2018: 39.0%

UC/CSU a-g Completion:

2015-2016: 39.9%

2016-2017: 41.6%

**Actual**

K-6 Music lessons: 1,604

AP Enrollment: 925 students; 1,482 tests

CTE Enrollment: 41.4%

2017-2018 UC/CSU A-G Completion: 45.1%

**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
A1 Fully credentialed, highly qualified teachers and instructional staff	A1a. The percentage of highly qualified teachers and degree to which teachers are appropriately assigned remained constant and above the goal of 95% or greater.	0000 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$38,335,196	0000 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$39,198,263

A1a. Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff.

A1b. Balance placement of staff, by experience and skill level, at and within sites to ensure there are no inequities in low-income and minority students being taught by ineffective, inexperienced, or out-of-field teachers. Review and audit each site for quality evaluation of employees.

A1c. Monitor instruction and ensure ongoing instructional effectiveness for all staff.

A1d. Continue to collect feedback to identify professional learning needs and effectiveness. Use data to evaluate and inform development of future professional learning.

The degree to which teachers are fully credentialed fell to 94%.

A1b. Careful consideration was given to the placement of staff at and within school sites, taking experience and skill level into consideration. The Deputy Superintendent and Director of Personnel Services met with each site's principal and reviewed teacher performance in mid-year meetings. In addition, they review and provide feedback as needed on employee evaluations.

A1c. In addition to regular monitoring by site administration, classroom walkthroughs by site and district administration are utilized to monitor instructional effectiveness and to provide feedback for ongoing support and growth. Formal instructional site visits are conducted by teams of administrators, teachers, and classified staff. Each site is provided feedback on areas of strength and areas for growth.

A1d. Following site and district professional learning experiences, participants provide written feedback on the effectiveness of the experience. Facilitators use this feedback to inform future professional learning experiences.

1400 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Education Protection Account \$17,481,446

6500 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$6,568,063

6105 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Preschool \$693,196

9011, 9012, 9071, 9072 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Head Start \$584,260

1400 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Education Protection Account \$18,014,179

6500 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$6,738,470

6105 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Preschool \$1,263,993

9011, 9012, 9071, 9072 Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Head Start \$7,786

**Action 2**

Planned Actual Budgeted Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>A2 Fully credentialed, highly qualified teachers and instructional staff</p>	<p>A2a. District maintained one additional FTE in both Personnel and Payroll to support additional hiring for LCAP related actions and services.</p>	<p>0000-8201, 8202 Additional Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,407,171</p>	<p>0000-8201, 8202 Additional Teacher Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,557,183</p>
<p>A2a. Maintain additional Personnel/Payroll staff to support additional hiring for LCAP related actions and services.</p>	<p>A2b. 19 additional teachers were hired to reduce average class size below the K-12 negotiated rate.</p>	<p>0000-8310/8410 payroll/personnel clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$233,327</p>	<p>0000-8310/8410 payroll/personnel clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$268,211</p>
<p>A2b. Maintain reduced class size below the lower of the contractually negotiated class size (4-12) or state required class size for class size reduction (K-3).</p>	<p>A2c. 92 teachers were supported by 33 mentors in the Induction program, and 47 intern teachers were supported by 30 peer coaches. Ceres Adult School provides a RICA test-preparation course to support teachers in need of completing subject matter examination.</p>	<p>0000-8519 Induction 0000-8000 Supplemental and Concentration \$760,000</p>	<p>0000-8519 Induction 0000-8000 Supplemental and Concentration \$773,651</p>
<p>A2c. Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher induction program. Mentors for teachers in induction and peer coaches for teachers in an intern program will be provided.</p>	<p>A2d. 13 administrators received support through the Administrator Induction program.</p>	<p>3010 Instructional Coach Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I \$354,830</p>	<p>3010 Instructional Coach Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I \$479,743</p>
<p>A2d. Support administrators in earning the Clear Administrative credential through the Administrator Induction program.</p>	<p>A2e. One NGSS instructional coach was hired. Coaches provided additional support for instructional staff in implementing new curriculum adoptions, identifying essential standards, developing standards maps, and supporting effective instructional practices in the classroom. An additional area of focus was on providing support for dual language immersion teachers.</p>	<p>4035 Instructional Coach Salaries and Benefits Leadership Academy Costs 1000-1999: Certificated Personnel Salaries Title II \$398,495</p>	<p>4035 Instructional Coach Salaries and Benefits Leadership Academy Costs 1000-1999: Certificated Personnel Salaries Title II \$370,058</p>
<p>A2e. Maintain increased number and hire one additional instructional coach to support research-based professional learning and instructional effectiveness for staff, specifically focusing on the implementation of Next Generation Science Standards.</p>	<p>A2f. 47 teachers are Google Level 1 certified; 19 teachers are Google Level 2 certified, 68 teachers are</p>	<p>0000-8538 Instructional Coach Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$607,591</p>	<p>0000-8538 Instructional Coach Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$678,092</p>
		<p>4203 Instructional Coach Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title III \$340,129</p>	<p>4203 Instructional Coach Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title III \$425,262</p>
		<p>0000-8539 Certifications 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000</p>	<p>0000-8539 Certifications 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,261</p>

A2f. Provide stipends for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI recertification, Google certification).

A2g. Provide professional learning through the Leadership Academy for classified and certificated staff to increase knowledge and capacity for distributed leadership.

A2h. Collaborate with California State University, Stanislaus Teacher Education faculty to increase coherence between undergraduate, student teaching and induction preparation programs.

A2i. Provide professional learning "boot camps" for student teachers to introduce them to Ceres Norms and Expectations.

CCDI recertified, and 23 teachers are CCDI Coach certified.

A2g. 58 classified and certificated staff participated in professional learning through the Leadership Academy.

A2h. District staff collaborated with CSU Stanislaus Teacher Education faculty to prioritize the necessary skills student teachers need for success and to ensure the best possible placement for the student teachers. Feedback was collected from student teachers in the Fall of 2018 in order to improve placement practices of student teachers with cooperating teachers in the Spring of 2019.

A2i. Student teachers were invited to attend the Ceres Summer Institute in July 2018. A "Boot Camp" was held in January for student teachers being placed in the Spring. Three CoTeaching Workshops were offered throughout the year, and cooperating teachers were invited to attend with their student teachers.

**Action 3**

**Planned  
Actions/Services**

A3 Standards-aligned instructional materials, including educational technology

**Actual  
Actions/Services**

A3a. Staff, students, and families completed the review and adoption process for K-8 Science, junior

**Budgeted  
Expenditures**

0617 Instructional Materials 4000-4999: Books And Supplies Instruction Materials \$326,775

**Estimated Actual  
Expenditures**

0617 Instructional Materials 4000-4999: Books And Supplies Instruction Materials \$1,310,000



A3a. Evaluate and adopt or approve instructional materials in line with standards-based instruction.

A3b. Provide non-Internet dependent digital access to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.

high school Health, and other secondary courses as needed.

A3b. The district provides non-internet dependent curricular materials and provides non-internet dependent technology. Students can complete assignments offline at home and then submit them when they are connected to school wifi.

6300 Instructional Supplies and Printing 4000-4999: Books And Supplies Restricted Lottery \$798,629

6300 Instructional Supplies and Printing 4000-4999: Books And Supplies Restricted Lottery \$1,047,871

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A4 Standards-aligned instructional materials, including educational technology</p> <p>A4a. Purchase supplemental standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education).</p> <p>A4b. Provide increased site budgets to support instruction based on academic standards and career readiness to:</p> <ul style="list-style-type: none"> <li>• Purchase of supplemental standards-aligned instructional materials</li> <li>• Purchase of instructional supplies (copies, manipulatives, etc.)</li> <li>• Provide professional learning time to plan,</li> </ul>	<p>A4a. Supplemental standards-aligned instructional materials and technology applications were purchased based on assessment of individual sites' needs.</p> <p>A4b. Site budgets were increased based on their proportion of unduplicated students. Instructional supplies and materials were provided to enrich and extend the learning for students. Staff received professional learning time to plan, create, and share standards-based lessons.</p> <p>A4c. Staff received professional learning related to standards-based instruction and the use of educational technology with the support of performance contracts, release time, and instructional coaching staff as well as Education</p>	<p>0000-8536 Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$500,000</p> <p>0000-8531, 8532 Increased Site Allocation 0000-8000 Supplemental and Concentration \$5,723,006</p> <p>0000-8430 Student Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration \$3,100,000</p> <p>0000-8429 Technology Additional Staff Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,310,909</p> <p>0000 Library Staff Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$956,901</p>	<p>0000-8536 Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,000,000</p> <p>0000-8531, 8532 Increased Site Allocation 0000-8000 Supplemental and Concentration \$6,212,292</p> <p>0000-8430 Student Technology Devices 4000-4999: Books And Supplies Supplemental and Concentration \$2,687,265</p> <p>0000-8429 Technology Additional Staff Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,369,883</p> <p>0000 Library Staff Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$1,013,609</p>

create and share standards-based lessons, including education technology and standards-aligned instructional materials.

A4c. Provide additional professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. Include summer school and after school teachers and support staff in professional learning.

A4d. Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials.

A4e. Expand and improve technology infrastructure to improve communication systems and 1:World implementation. Upgrade systems on campus and provide Internet access on buses.

A4f. Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed.

A4g. Increase student access to technology, research, and instructional resources outside of

Technology Specialists from CUSD Educational Services.

A4d. All K-12 students were provided Chromebooks on which they access instructional materials and utilize Google Suite for Education tools and Google Classroom, as well as supplemental technology-based instructional resources.

A4e. Technology infrastructure was upgraded and/or expanded to support and improve services of 1:1 devices.

A4f. Information regarding low and no cost internet services for Ceres was provided to all families. Internet hot spots are provided for each school and checked out to families as requested.

A4g. Two full-time librarians serve the needs of all schools in the district. Library media clerk time, above and beyond that provided through base funding, was expanded and additional library media clerks continue to serve students at each school site.

3010 Library Staff Salaries and Benefits 2000-2999: Classified Personnel Salaries Title I \$0

0000-8504 Additional Library Staff Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$259,975

3010 Library Staff Salaries and Benefits 2000-2999: Classified Personnel Salaries Title I \$0

0000-8504 Additional Library Staff Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$288,737

the school day through expanded library time and staff. Administrators will work with library staff to create effective school library programs to support student learning, interests, and development.



**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A5 Learning environments with facilities in good repair</p> <p>A5a. Conduct routine repair and maintenance; conduct site facility visits and provide written feedback to principals and head custodians.</p>	<p>A5a. A review of the site facilities, using the site facility visit protocol, was completed for each school site. A written report was provided to the principal and head custodian.</p>	<p>0000 Salaries and Benefits, Supplies, Outside Services 5000-5999: Services And Other Operating Expenditures Base \$1,163,617</p> <p>0000-8150 Salaries and Benefits, Supplies, Outside Services, Capital Outlay 0000-8000 Other \$5,931,614</p>	<p>0000 Salaries and Benefits, Supplies, Outside Services 5000-5999: Services And Other Operating Expenditures Base \$1,215,485</p> <p>0000-8150 Salaries and Benefits, Supplies, Outside Services, Capital Outlay 0000-8000 Other \$5,446,759</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A6 Learning environments with facilities in good repair</p> <p>A6a. Conduct repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades) and facility upgrades that improve school climate or student connectedness above base requirements</p>	<p>A6a. All staff complete a facility satisfaction survey. This information is used to plan improvements in facilities and maintenance services.</p>	<p>0000-8776 Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500,000</p>	<p>0000-8776 Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500,000</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A7 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <p>A7a. Monitor instruction through formal and informal Instructional Norms visits at each school as well as regular classroom visits and feedback, using the research-based CUSD Instructional Design and Delivery norms.</p>	<p>A7a. Implementation of standards was monitored through regular classroom walkthroughs, using the CUSD instructional design and delivery norms. Feedback was provided to teachers with a focus on implementation of the standards in a rich learning environment. In addition, a task force comprised of Educational Services staff, site administrators, and instructional coaches collaborated and developed a new framework for learning focused on collecting evidence of student learning when observing classroom instruction.</p>	<p>0000 Principal Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$3,298,934</p>	<p>0000 Principal Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$3,467,689</p>

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A8 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <p>A8a. Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons, including all content area standards, including ELD Standards through Integrated</p>	<p>A8a. Staff received professional learning time to collaboratively plan, implement and assess instruction, infusing educational technology. This learning time included release time, staff meetings, and lesson study with the support of instructional coaching staff as well as Education Technology Specialists from CUSD Educational Services.</p> <p>A8b. ELD teachers, grades 7-12, attended conferences and took part in multiple</p>	<p>0000-8210 Two Additional Teacher Professional Learning Days: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$732,569</p>	<p>0000-8210 Two Additional Teacher Professional Learning Days: 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$737,650</p>

and Designated English Language Development.

A8b. Provide professional learning time on standards-aligned materials for all teachers providing English Language Development instruction, including summer school and after school program teachers.

A8c. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students.

- Ceres Summer Institute
- Additional Instructional and Professional Development days
- Collaboration time, outside of the instructional day, for grade and subject level teams to create and share, standards-based lessons.

A8d. Develop, implement, and refine K-12 standards maps in the areas of mathematics, English Language Arts/English Language Development, Science and Social Studies to provide a guaranteed, viable curriculum for all students.

collaboration/coaching days to improve their instruction to be more strategic and responsive to specific student need. New materials were purchased for use in an "ELD Summer Bootcamp" and students were actively recruited for these courses. Professional development was provided from out of district sources to examine the effectiveness of the overall EL program districtwide.

A8c. Teachers from around the district participated in release days and professional development opportunities. Science teachers built assessment practices and aligned new high school NGSS courses to essential learning standards. ELA teachers took extra time to master their instructional materials and use the resources to support students. Math teachers reviewed effective pedagogy and examined rigorous math tasks. Social Studies teachers reviewed their essential standards and focused on how to implement the CA State Framework for History/Social Studies. World Language teachers also had training on new curriculum and chose essential standards. In addition to professional learning time at the site and district level, two additional professional learning days were added to the school calendar. During these two days, teachers participated in

professional learning related to using educational technology to plan and deliver standards-based lessons, best practices related to instruction, deeper dives in adopted curriculum, further unpacking standards, and developing and analyzing formative assessments.

A8d. Standards maps were reviewed at all grade levels for Math, Science, and World Language on release days with teachers. Math standards were adjusted per teacher input for secondary math. Teachers engaged in data driven discussion about what learning is most essential to students as they move through their education and into college or career. Sites began the process of narrowing their focus to 3-5 essential standards from the ELA and Math maps.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A9 Access to a broad course of study</p> <p>A9a. Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes.</p>	<p>A9a. Site administrators developed master schedules after first analyzing needs of individual students at grades K-6 and providing guidance regarding course requirements and college and career readiness at grades 7-12. In 7-12, students ballot for course choices. This student interest and demand provides the foundation for master scheduling,</p>	<p>6500-Special Education District Office Director and Program Specialist Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$700,281</p> <p>Career Technical Materials and Supplies not included in Targeted Resources, 3550,6382,6385,6386,7010,9382,</p>	<p>6500-Special Education District Office Director and Program Specialist Salaries and Benefits 1000-1999: Certificated Personnel Salaries Special Education \$758,265</p> <p>Career Technical Materials and Supplies not included in Targeted Resources, 3550,6382,6385,6386,7010,9382,</p>

A9b. For students in special education, maximize opportunities to be placed in the Least Restrictive Environment within the Individualized Education Plan.

A9c. Research and develop an Inclusion model to increase access to general education courses for students.

A9d. Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation.

- Prioritize Special Education placement and counseling.

A9e. During the instructional day, provide strategically planned intervention and extended learning opportunities based on unique student need.

A9f. Provide Career Technical Education classes through course offerings and instructional materials, including active counseling and balloting.

during which steps are taken to reduce conflicts which might limit student options for scheduling.

A9b. Robust discussion takes place at all IEP meetings in order to provide students appropriate access to general education classes and peers. There is conscious decision making in place when scheduling courses for students on individualized education plans. It is a priority to schedule students in the least restrictive environment to maximize learning time with non-disabled peers.

A9c. District staff continues to engage in research and development of an Inclusion model for students. Actions included collapsing an additional mild/moderate class at one school site. When appropriate, rather than moving students into mild/moderate classrooms, students remained at their home school and received inclusion support in the general education setting. A second Education Specialist Inclusion Support teacher was hired to facilitate students' success and provide support and resources for general education teachers with inclusion students in their classes.

A9d. Learning Directors monitored appropriate course placement and credit accumulation for all students, prioritizing placement for

9383 4000-4999: Books And Supplies Other \$253,842

9383 4000-4999: Books And Supplies Other \$235,830

Special Education students. Courses that prepare students for college and career goals were emphasized. Transcript Evaluation Service data were used to determine students' success in meeting college entrance requirements.

A9e. K-6 schools implemented master schedules that incorporated blocks of time within the school day to provide standards based learning opportunities to meet the unique learning needs of students, including extension/enrichment and intervention. Intervention teachers were hired to provide tier III intervention support. Ed Services admin/coaches provided professional learning regarding tiers of intervention and enrichment/extension resources within the adopted curriculum.

A9f. The additional Career Technical Education manufacturing and robotics courses and instructional materials were maintained in 7-12 schools. Learning Directors at the comprehensive and alternative education sites collaborate regarding the individual needs of students. Introduction to Animal Ag and Ag Leadership were added as additional courses. During academic counseling and the balloting process, students are provided the option of concurrently enrolling in Career Technical



courses at the comprehensive high schools. Transportation is provided for students with such a need."

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A10 Access to a broad course of study	A10a. Non-verbal testing protocols were used to assess all third grade students for GATE to ensure second language learners were not at a disadvantage when tested. Students in grades 4-6 were assessed on a referral basis.	0000-8201 Zero period addition to the school day Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$169,390	0000-8201 Zero period addition to the school day Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$191,948
A10a. Utilize non-verbal testing protocols for the identification of elementary Gifted and Talented students. Assess all students in third grade and students in grades four through six on a referral basis.	A10b. Learning Directors actively monitor and evaluate the needs of individual students. When appropriate, students in need of credit recovery are provided access to online learning programs such as GradPoint and courses through Brigham Young University. Students can request a wide variety of courses, and Learning Directors counsel students on which courses are the best fit for them and their future goals.	0000-8513, 8515 Elementary Music Salaries and Benefits, instruments 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$615,494	0000-8513, 8515 Elementary Music Salaries and Benefits, instruments 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$687,017
A10b. Provide increased course access and credit recovery options through online learning programs (e.g. GradPoint, Advanced Placement).	A10c. Twelve additional courses were offered for comprehensive high school students during a "zero" period.	0000-8824 Foster Youth Program Services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$85,000	0000-8824 Foster Youth Program Services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$88,168
A10c. Increase learning time by providing an additional class period, expanding opportunities for students to broaden their course of study through a "zero" period before the traditional day begins at comprehensive high schools.	A10d. The elementary music program serves all 4th, 5th, and 6th grade students. Additional "push-in" art and music instruction was provided in the primary classrooms. Teachers participated		
A10d. Provide visual and performing arts instruction and field trips for K-6 students.			
A10e. Provide transportation as needed for alternative education students so they can participate in Career Technical Education			

classes at the comprehensive sites.

A10f. With support from the English Learner Testing Assistant, Homeless Liaison, and Foster Youth Liaison, and Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation, prioritizing placement and counseling for English Learners, Redesignated Fluent English Proficient, Migrant and Homeless Youth.

A10g. Coordinate and provide services to meet the unique needs of Foster Youth through provision of a Foster Youth Community Liaison who focuses on case management services. The Foster Youth Community Liaison will collaborate with site and district staff as well as with County-assigned student caseworkers to coordinate district services with those provided by other agencies. Coordination of interventions will increase and improve services in support of student educational goals and outcomes. The Foster Youth Community Liaison will collaborate with County-based stakeholder groups on making improvements to agency processes and procedures to streamline inter-agency communication and efficiency of information sharing.

in the lessons and then infused similar activities into subsequent instruction.

A10e. During academic counseling and balloting process, students are provided the option of concurrently enrolling in Career Technical courses at the comprehensive high schools. Transportation is provided for students with such a need.

A10f. The Learning Directors actively gather and monitor data related to the needs and performance of English learners, Redesignated Fluent English Proficient students, Migrant, and Homeless Youth. Class and course assignments are made based on the unique learning needs of these students with a particular focus on the needs of Long Term English learners.

A10g. CUSD Student Support Services Division staff focus on:

- Through on-going collaboration and coordination with multiple agencies through the Project Graduation Committee, including several LEA's, the county office of education, CASA, and Child Welfare, we have significantly improved the process of communication and information-sharing pertaining to foster

A10h. Provide Foster Youth the Independent Living Skills Program (ISLP) on Ceres 9-12 campuses; explore offering the course during Academic Extended Day to afford students access to the content and the opportunity to earn elective credits toward graduation requirements.

A10i. Expand learning opportunities for students to broaden their course of study by offering Portuguese as an additional Modern Language course.

youth. The Foster Focus system is currently being utilized regularly by the FY Liaison to identify key members of the foster youth's support team (i.e., educational rights holders, social workers, foster parents), and important documentation about the youth (JV-535's), upcoming court dates, and alerts us when a foster youth enrolls in another school district

- The Student Services Department monitors foster youth student's individual data, such as grades, GPA, chronic absenteeism, and discipline. This data is used to identify the most at-risk students by need and then provide academic and emotional supports to our Tier 2 and Tier 3 students. FY Liaison will disaggregate student outcome data and identify areas of success and areas of need. This information will be used to set specific targets for our students and foster program in the 19-20 school year and beyond.
- The Student Services Department continued working closely with the

county office of education, local LEAs, and Child Welfare to develop policies and procedures to support foster youth and remove barriers and challenges in their educational placement and achievement. One such challenge is when foster youth placements are changed, which often results in the student being moved from their school of origin into another school district's boundaries. The FY Liaison works directly with all parties involved, following our inter-agency agreement when a foster youth is moved out of their school or origin to ensure best interest determination of school placement as well as transportation agreements.

- FY Liaison works directly with social workers to identify current support services being provided to foster youth through their agency, and facilitates referrals to school-based support services to supplement and compliment the student's existing treatment program.

- To date, there were 72 foster youth enrolled at one point during the school year. Current enrollment as of 3/29/19 by grade span: High School: 13

Junior High: 14

Elementary: 26

- FY Liaison worked directly with K-6 principals and 7-12 Learning Directors to actively gather and monitor data related to the needs and performance of Foster Youth. Class and course assignments are made based on the unique learning needs of these students, including alternative means for meeting promotion and graduation requirements based on the unique needs of the students.
- The FY Liaison actively collaborates with committees and community groups regarding the needs of Foster Youth. These groups include, but are not limited to, county social workers, advocates, education mentors, Aspira Net, California Youth Connection, and the

Foster Judge who oversees foster youth hearings at the judicial level.

- FY Liaison again took Foster Youth to the Foster Youth Summit in Sacramento this March.

A10h. The Foster Youth Independent Living Skills Program (ISLP) was provided but not on Ceres campuses due to transportation issues for other county Foster youth.

A10i. Portuguese was offered as an additional Modern Language course for high school 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.

The actions and services in support of goal A Conditions of Learning implemented in 2018-2019 included: increasing the percentage of highly qualified staff; adopting and implementing instructional materials in the area of English language arts/English Language Development, History/Social Studies, Science, and educational technology; provision of learning environments with facilities in good repair; implementation of all California standards through research-based instruction; and access to a broad course of study.

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

Growth was evident in the majority of metrics for Goal A. The percentages of highly qualified staff and degree to which teachers are appropriate assigned remain above 95%; areas of focus are degree to which teachers are fully credentialed and the percentage of teachers completing Ceres Certification of Direct Instruction (CCDI). Fully credentialed teacher rates dropped slightly from 95% to 94% while the percentage of CCDI certified teachers has fallen each of the last few years (from 34% to 28% this year). The adoption of new instructional materials and employee satisfaction with technology and facilities remain strong (well above 4.0 out of 5.0 on the rating scale according to survey results). Professional learning relative to implementation of the standards continues as new instructional materials were implemented for History/Social Studies and new instructional materials were selected and purchased for

K-8 Science. An area of strength continues in the area of access to a broad course of study, with continued student participation in arts and music as well as strong enrollment numbers in Advanced Placement and Career Technical Education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Action A3, the budgeted amount for instructional materials was \$326,775 and the estimated actual amount expended is \$1,310,000. During the school year, the decision was made to purchase K-8 science materials out of the 2018-2019 budget (rather than out of the 2019-2020 budget) so that the materials could be received by the end of the fiscal year. This will allow the district to inventory and distribute materials in a more timely fashion so that teachers can begin planning for the 2019-2020 school year.

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.

The goal, actions and services for Goal A will continue.

Based on analysis of data from 2018-2019, the following Expected Annual Measurable Outcomes/Metrics has been modified for 2019-20:

Metrics A3/A4 for 2019-2020 were revised to reflect that the district will "implement K-8 NGSS" and "adopt 9-12 NGSS" as the district decided to wait until 2019-2020 to adopt grades 9-12 NGSS due the limited availability of 9-12 instructional materials during the 2018-2019 adoption process.

For action A2e, the language was changed from "Maintain increased number and hire one additional instructional coach to support research-based professional learning and instructional effectiveness for staff, specifically focusing on the implementation of Next Generation Science Standards" to "Hire one additional instructional coach to support research-based professional learning and instructional effectiveness for staff, specifically focusing on K-6 literacy." This additional action is a result of data analysis and reflection as well as stakeholder feedback.

For action A4a, removed language specific to Discovery Education, as the district regularly evaluates and adjusts which software programs are purchased to best meet the needs of the students.

For action A10b, removed language specific to Advanced Placement and Grad Point, as the district regularly evaluates and adjust which programs are purchased to best meet the needs of the 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 B

Ensure Pupil Outcomes reflect access, equity, and achievement in research-based instruction and support programs leading to college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
 Local Priorities: Ceres Unified Strategic Plan, Local Educational Agency Plan, Ceres Unified Technology Plan

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

B1|B2. Increased achievement in all subgroups; decreased achievement gap

**18-19**

By 5%, increase achievement for all students and decrease the achievement gap between subgroups and performance of all students.

Increase the performance of all students by decreasing the average distance from met below level 3 on CAASPP ELA and Math tests.

**Baseline**

CAASPP English Language Arts/Literacy 2015-2016  
 All Students 39.0%  
 English Learner 9.0%  
 Foster Youth \*23.3%  
 Gifted and Talented 92.1%  
 Homeless Youth 21.4%  
 Low Income 36.0%  
 Migrant 29.0%  
 Reclassified Fluent English Proficient 53.0%

B1|B2. Increased achievement in all subgroups; decreased achievement gap

18-19 Results:

CAASPP English Language Arts/Literacy 2017-2018  
 All Students: 42.3%  
 English Learner: 18.2%  
 Foster Youth: 26.5%  
 Gifted and Talented: 92.8%  
 Homeless Youth: 29.0%  
 Low Income: 39.0%  
 Migrant: 34.5%  
 Reclassified Fluent English Proficient: 57.3%  
 Special Education: 8.2%  
 Female: 47.4%  
 Male: 37.2%  
 Asian: 55.1%  
 Black/African American: 36.8%  
 Hispanic/Latino: 39.8%  
 White: 50.1%



## Expected

Special Education 9.0%  
Female 44.0%  
Male 34.0%  
Asian 55.0%  
Black/African American 36.0%  
Hispanic/Latino 36.0%  
White 49.0%

2016-2017  
All Students 38.0%  
English Learner 8.0%  
Foster Youth \*17.0%  
Gifted and Talented 92.4%  
Homeless Youth 5.26%  
Low Income 35.0%  
Migrant 27.0%  
Reclassified Fluent English Proficient 52.0%  
Special Education 8.0%  
Female 43.0%  
Male 33.0%  
Asian 56.0%  
Black/African American 31.0%  
Hispanic/Latino 35.0%  
White 46.0%

2016-2017 ELA Distance from Met: 30 points below level 3  
Fall 2017: ELA Distance from Met (based on 2016-2017 CAASPP scores):  
34.7 points below level 3

CAASPP Mathematics  
2015-2016  
All Students 20.0%  
English Learner 8.0%  
Foster Youth 3.3%  
Gifted and Talented 79.3%  
Homeless Youth 0.0%  
Low Income 18.0%  
Migrant 16.0%  
Reclassified Fluent English Proficient 26.0%  
Special Education 5.0%  
Female 20.0%  
Male 21.0%  
Asian 38.0%  
Black/African American 17.0%

## Actual

Fall 2018: ELA Distance from Met (based on 2017-2018 CAASPP scores):  
25.4 points below level 3 (+9.7 points from 16-17)

CAASPP Mathematics 2017-2018  
All Students: 24.3%  
English Learner: 13.7%  
Foster Youth: 11.8%  
Gifted and Talented: 84.6%  
Homeless Youth: 16.5%  
Low Income: 22.1%  
Migrant: 22.5%  
Reclassified Fluent English Proficient: 29.7%  
Special Education: 5.9%  
Female: 24.1%  
Male: 24.6%  
Asian: 40.6%  
Black/African American: 16.6%  
Hispanic/Latino: 22.3%  
White: 29.2%

Fall 2018: Math Distance from Met (based on 2017-2018 CAASPP scores):  
67.5 points below level 3 (+1 point from 16-17)

## Expected

Hispanic/Latino 17.0%  
White 27.0%

2016-2017

All Students 21.0%  
English Learner 8.0%  
Foster Youth 0%  
Gifted and Talented 80.7%  
Homeless Youth 0.0%  
Low Income 19.0%  
Migrant 13.0%  
Reclassified Fluent English Proficient 27.0%  
Special Education 6.0%  
Female 21.0%  
Male 20.0%  
Asian 43.0%  
Black/African American 11.0%  
Hispanic/Latino 19.0%  
White 24.0%

2016-2017 Math Distance from Met: 64.9 points below level 3

Actual:

Fall 2017: Math Distance from Met (based on 2016-2017 CAASPP scores):  
68.5 points below level 3

\*Science scores to be added when available at the state level

## Actual

### Metric/Indicator

B3|B4. Increased percentage of students ready for college and career

#### 18-19

Increase by 5% the percentage of students college and career ready as measured by each metric. Maintain the number of students taking the PSAT.

#### Baseline

Results:

Early Assessment Program (2015-2016):

Ready

- ELA: 11%

B3|B4. Increased percentage of students ready for college and career

18-19 Results:

Early Assessment Program (2017-2018):

Ready:

- ELA: 17.76%
- Math: 6.46%

Conditionally Ready:

- ELA: 36.31%
- Math: 18.69%

UC/CSU a-g Completion:

## Expected

- Math: 3%

### Conditionally Ready:

- ELA: 35%
- Math: 15%

### Early Assessment Program (2016-2017):

#### Ready:

- ELA: 10%
- Math: 5%

### Conditionally Ready:

- ELA: 28%
- Math: 16%

### UC/CSU a-g Completion:

2015-2016: 39.9%

2016-2017: 41.6%

### PSAT Testing (# tested):

2016-2017: 1,328

2017-2018: 1,445

### SAT/ACT Testing (# tested):

2015-2016: 579/102 students tested

2016-2017: 641/118 students tested

### CTE Completion:

2015-2016: 30.7%

2016-2017: 23.0%

## Actual

2017-2018: 45.1%

### PSAT Testing (# tested)

2018-2019: 2,876 (includes 1,058 8th graders)

### SAT/ACT Testing (# tested):

2017-2018: 434/62 students tested

### CTE Completion:

2017-2018: 22%

### Metric/Indicator

B5. Increased English Learner proficiency

B5. Increased English Learner proficiency

Expected

**18-19**

Using ELPAC, establish the baseline percentage of students in each reported performance level.

**Baseline**

English Learner Progress:

California School Dashboard, Spring 2017 English Learner Progress

Color: Orange

Status: 68.8%  
(2013-14 and 2014-15 data)

Change: -3.9%  
(2013-14 and 2012-13 data)

California School Dashboard, Fall 2017 English Learner Progress

Color: Yellow

Status: 71.5%  
(2016-17)

Change: +1.1%  
(2015-16 and 2016-17)

% of ELs who make progress toward proficiency, measured by the CELDT

CELDT 2015-2016:

Advanced: 6%

Early Advanced: 30%

Intermediate: 41%

Early Intermediate: 15%

Beginning: 8%

CELDT 2016-2017:

Advanced: 6%

Early Advanced: 29%

Intermediate: 42%

Early Intermediate: 15%

Beginning: 8%

**Metric/Indicator**

B6. Increased English learner reclassification

**18-19**

Actual

18-19 Results:

English Language Proficiency Assessments for California (ELPAC) Baseline Results

Well-Developed: 26%

Moderately Developed: 38.1%

B6. Increased English learner reclassification

18-19 Results:

## Expected

Increase by 5%

### Baseline

Reclassification Rates:

2016-2017: 16.3%

2017-2018: 15.6%

### Metric/Indicator

B7|B8. Increased enrollment and pass rate in Advanced Placement

#### 18-19

Maintain AP enrollment and GATE identification rates commensurate with student population size; increase AP test pass rate by 5%

### Baseline

AP Enrollment:

2016-2017: 1,459 students

2017-2018: 1,488 students

AP Test Pass Rate (3 or higher):

2015-2016: 34.1%

(679 tested; 1,294 exams)

2016-2017: 34.8%

(780 tested; 1,417 exams)

Gifted and Talented

2016-2017: 475 students

2017-2018: 461 students

### Metric/Indicator

B9. Increased access to mental health services

#### 18-19

Maintain rates and provision of services

### Baseline

Social skills services:

2016-2017: 574

(K-6 = 481/7-12 = 93)

2017-2018: 685

(K-6 = 571/7-12 = 114)

## Actual

Reclassification Rates:

2018-2019: 3.3%

B7|B8. Increased enrollment and pass rate in Advanced Placement

18-19 Results:

AP Enrollment: 1,482

AP Test Pass Rate (3 or higher):

2017-2018: 33.8%

(837 tested; 1,434 exams)

Gifted and Talented:

435 students

B9. Increased access to mental health services

18-19 Results:

Social skills services:

(K-6 = 302/7-12 = 102)

Counseling services:

(K-6 = 478/7-12 = 630)

Mental health services (clinicians):

(K-6 = 92/7-12 = 82)

Mentoring services:

(K-6 = 35/7-12 = 184)

Expected

Counseling Services:  
2016-2017: 1,264  
(K-6 = 713; 7-12 = 551)  
2017-2018: 1,349  
(K-6 = 758; 7-12 = 591)

Mental health services (Clinicians):  
2016-2017: 226  
(K-6 = 130; 7-12 = 96)  
2017-2018: 240  
(K-6 = 125; 7-12 = 115)

Mentoring services:  
2016-2017: 222  
(K-6 = 30; 7-12 = 192)  
2017-2018: 250  
(K-6 = 49; 7-12 = 201)

**Metric/Indicator**

B10|B11. Increased access to physical health services

**18-19**

Maintain provision of services

**Baseline**

Child Nutrition participation rate on Census day (October):

2016-2017: 84.1%  
(11,330/13,480 students)  
2017-2018: 82.9%  
(11,817/14,256 students)

Health Screenings:  
2016-2017: Vision: 7,551 Hearing: 8,149  
2017-2018: Vision: 7,204 Hearing: 8,310

Health and Nutrition Referrals:  
Referrals connecting families to community services:  
2016-2017: 1,359  
2017-2018: 1,660

Community Flu Clinics:  
2016-2017: 146 immunizations  
2017-2018: 76 immunizations

Actual

B10|B11. Increased access to physical health services

18-19 Results:

Child Nutrition participation rate on Census day (October):  
81.8%  
(11,320/13,832 students)

Health Screenings:  
Vision: 6,737; Hearing: 7,690

Health and Nutrition Referrals: 1,499

Community Flu Clinics: 96 immunizations

Health Clinics: 7 clinics

Expected

Actual

Health Clinics:  
2016-2017: 8 clinics  
2017-2018: 8 clinics

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B1 Student achievement</p> <p>B1a. Learning Directors provide individual academic planning and counseling focused on student achievement results.</p> <p>B1b. Conduct regular reviews of student data, plan and implement services in a timely manner.</p> <p>B1c. Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.</p> <p>B1d. Provide professional learning through staff meeting time.</p> <p>B1e. Conduct research and provide professional learning to increase the amount of time students with disabilities are included in general education</p>	<p>B1a. The student:Learning Director ration is low enough to allow for individualized academic planning and counseling focused on student achievement results. All students have regular access to Learning Directors and can request support from an Learning Director as needed.</p> <p>B1b. Academic intervention teams, including site and district learning specialists, met regularly to review student performance and behavioral data, planning appropriate interventions and working with families to coordinate support for students.</p> <p>B1c. In coordination with Student Study teams, the special education program director, program specialists, and school psychologists actively monitor data and provide intervention services. They work closely with teachers</p>	<p>0000 Learning Director Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$1,197,564</p> <p>0000 Assistant Principal Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$1,036,747</p>	<p>0000 Learning Director Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$1,120,661</p> <p>0000 Assistant Principal Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base \$1,331,269</p>

classrooms. In addition, general education teachers will participate in professional learning regarding accommodations and supports for students to access grade level standards.

B1f. Provide additional research-based academic intervention materials as well as professional learning specifically for Special Education teachers to utilize during Specialized Academic Instruction.

and site administrators to ensure all possible supports are in place so students are learning in the least restrictive environment.

B1d. Professional learning focused on collaborative development of lessons based on formative and summative achievement data was provided during staff meetings, with support from instructional coaches, during release and performance contract time and during lesson studies.

B1e. In order to successfully introduce an Inclusion model for students, site staff received professional development on providing academic and behavior supports for students with disabilities in the least restrictive environment. Students received inclusion support in the general education setting through an Ed Specialist Inclusion Support teacher.

B1f. All elementary mild/moderate and resource teachers received additional Benchmark Advance training in the area of phonics to support special education students. These teachers also received Go Math intervention materials and training. Our secondary mild/moderate ELA implemented a new ELA curriculum for English Essentials classes. Multiple other professional development opportunities were



available to teachers throughout the school year.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B2 Student achievement</p> <p>B2a. Utilize data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years.</p> <p>B2b. Maintain increased number of junior high Learning Directors to provide individual academic planning and counseling focused on student achievement results.</p> <p>B2c. Maintain number of supplemental Assistant Principals to facilitate increased support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students.</p> <p>B2d. Implement and utilize district-level K-12 common summative assessments to monitor student progress toward mastery of the essential standards; analyze results by student group.</p>	<p>B2a. The district continued use of the student information database, iO Education, to house student data, including formative assessments developed and administered by teachers.</p> <p>B2b. Learning Directors provided individual academic planning and counseling focused on student achievement results.</p> <p>B2c. Additional Assistant Principals continued to facilitate increased professional learning, collaboration and support for students and families, and coordination of student support services.</p> <p>B2d. Common assessments were administered for K-6 reading, K-12 ELA and K-12 math. Results were analyzed by site and district staff after each administration.</p> <p>B2e. Learning Directors, Assistant Principals, and/or Administrative Assistants regularly gathered and analyzed student data, monitoring students' academic progress and identifying additional academic needs.</p>	<p>0000-8201, 8203 Additional Assistant Principal and Administrative Assistant Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,639,761</p> <p>3010 Paraprofessional Salaries and Benefits 2000-2999: Classified Personnel Salaries Title I \$961,015</p> <p>0000-8201 Additional Learning Director Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$873,383</p> <p>0000-8110 Additional Paraprofessional Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3010 GATE Summer School Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I \$20,879</p> <p>0000-8535 Visual and Performing Arts 4000-4999: Books And Supplies Supplemental and Concentration \$125,000</p>	<p>0000-8201, 8203 Additional Assistant Principal and Administrative Assistant Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,757,419</p> <p>3010 Paraprofessional Salaries and Benefits 2000-2999: Classified Personnel Salaries Title I \$1,054,120</p> <p>0000-8201 Additional Learning Director Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$945,685</p> <p>0000-8110 Additional Paraprofessional Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>3010 GATE Summer School Salaries and Benefits 1000-1999: Certificated Personnel Salaries Title I \$20,703</p> <p>0000-8535 Visual and Performing Arts 4000-4999: Books And Supplies Supplemental and Concentration \$125,000</p>

B2e. Learning Directors, Assistant Principals, and/or Administrative Assistants will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All student group data will be analyzed.

B2f. Provide Administrative Assistants to facilitate data collection, achievement testing, recognition programs, and administrative duties to allow for principals and assistant principals to monitor instruction.

B2g. Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis.

B2h. Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.

B2i. Foster Youth Liaison communicates and promotes availability of school-based tutoring and homework centers as well as county-based tutoring programs available to Foster Youth.

B2j. Provide students with classroom supplies to ensure full access for demonstration of learning (e.g., paper, pencils, art supplies, manipulatives, etc.)

B2f. Administrative Assistants positions were continued to reduce the administrator to student ratio. These staff provide important services in meeting the needs of students and families. They support the principal in implementing school plans to improve achievement, collaborate with staff on the unique needs of students and families, and support a positive school culture through recognition events for students.

B2g. Additional paraprofessionals were hired to provide increased academic support for at-risk students. Paraprofessionals collaborate with the classroom teachers to identify and provide appropriate supports to intervene and to accelerate learning based on individual needs of students.

B2h. Academic intervention teams continued using the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students. Math tutors from California State University Stanislaus were hired to work with high-need students in grades 3-6. District provided training and curriculum for the math tutors to utilize.

B2i. The FY Liaison continues to collaborate with site administrators to provide academic support information to foster youth. FY

0000-8578 Outdoor Education  
5000-5999: Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$275,000

0000 Educational Services  
Salaries and Benefits,  
Supplies/Materials, Outside  
Services 0000-8000 Base  
\$482,310

0049 Educational Services  
Salaries and Benefits,  
Supplies/Materials, Outside  
Services 0000-8000 Other  
\$43,393

3010 Educational Services  
Salaries and Benefits,  
Supplies/Materials, Outside  
Services 0000-8000 Title I  
\$1,097,667

4035 Educational Services  
Salaries and Benefits, Books and  
Supplies, Outside  
Services/Operating 0000-8000  
Title II \$486,371

4201 Educational Services  
Salaries and Benefits,  
Books/Supplies, Outside  
Services/Operating 0000-8000  
Title III \$24,924

0000-8532 Educational Services  
Salaries and Benefits 0000-8000  
Supplemental and Concentration  
\$701,672

0000-8533 Professional  
Development and Centralized

0000-8578 Outdoor Education  
5000-5999: Services And Other  
Operating Expenditures  
Supplemental and Concentration  
\$275,000

0000 Educational Services  
Salaries and Benefits,  
Supplies/Materials, Outside  
Services 0000-8000 Base  
\$484,921

0049 Educational Services  
Salaries and Benefits,  
Supplies/Materials, Outside  
Services 0000-8000 Other  
\$33,508

3010 Educational Services  
Salaries and Benefits,  
Supplies/Materials, Outside  
Services 0000-8000 Title I  
\$963,291

4035 Educational Services  
Salaries and Benefits, Books and  
Supplies, Outside  
Services/Operating 0000-8000  
Title II \$416,313

4201 Educational Services  
Salaries and Benefits,  
Books/Supplies, Outside  
Services/Operating 0000-8000  
Title III \$43,581

0000-8532 Educational Services  
Salaries and Benefits 0000-8000  
Supplemental and Concentration  
\$756,479

0000-8533 Professional  
Development and Centralized

B2k. Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster youth.

B2l. Provide professional learning through instructional coach support, release time, lesson study and performance contracts to focus on collaborative development of lessons based on formative and summative achievement data.

B2m. Provide extended learning opportunities for Gifted and Talented students in grades 3-6 through a summer academy designed to meet the unique educational needs of Gifted and Talented students.

B2n. Monitor academic performance of elementary and junior high students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school.

B2o. Coordinate services and communication between preschool and kindergarten programs to ensure smooth transitions between academic and social and emotional development programs and services.

Liaison participates in SSTs, IEPs, 504s, and academic counseling sessions with secondary Learning Directors. She works directly with foster youth on accessing site and county-based tutoring services to support their academics. FY Liaison closely monitors youth attendance in tutoring sessions and works with social worker to identify community resources when appropriate.

B2j. Through increased site budget allocations, students were provided classroom supplies above and beyond those required for base learning. Supplies included manipulatives, art materials, and supplies for enriched learning experiences.

B2k. Learning Directors and Administrative assistants actively monitor performance data for migrant, foster, and homeless students. Particular attention is devoted to ensuring gaps in attendance due to mobility do not hinder a student's access to academic learning and support. Credit recovery programs are provided. Working with the Foster Youth Community Liaison, Learning Directors and Administrative assistants actively monitor performance data for Foster Youth. Additional work includes coordination of counseling services as needed by individual students. Migrant students are also offered Saturday classes at

Services 0000-8000  
Supplemental and Concentration  
\$900,000

3010 Educational Options Hourly Programs and Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$649,409

0000-8801-8805, 8865, 8888 Educational Options Hourly Programs and Salaries 0000-8000 Supplemental and Concentration \$3,000,000

8205 Site Intervention Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,841,573

Services 0000-8000  
Supplemental and Concentration  
\$1,275,000

3010 Educational Options Hourly Programs and Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$477,976

0000-8801-8805, 8865, 8888 Educational Options Hourly Programs and Salaries 0000-8000 Supplemental and Concentration \$3,000,000

8205 Site Intervention Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,161,517

4127 Educational Services Salaries and Benefits, Books/Supplies, Outside Services/Operating 0000-8000 Other \$237,345

B2p. Provide co-curricular enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education, Gallo Theater, and other on-location and virtual field trips.

B2q. Educational Services Division staff coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning, interventions, and instructional support actions and services to support learning and student achievement. Hire additional teaching staff to provide intervention and extended learning opportunities for students identified through analysis of formative and summative assessment data.

B2r. Educational Options Division staff coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips.

Hanline that focus on STEM activities. Identified students are also provided with the opportunity to attend AIP if there are specific gaps in learning.

B2l. Professional learning focused on collaborative development of lessons based on formative and summative achievement data was provided during staff meetings, with support from instructional coaches, during release and performance contract time and during lesson studies.

B2m. In addition to providing extended learning opportunities during the school year, Gifted and Talented students participate in the GATE summer academy. During this four week program, students build upon their unique talents and abilities through learning experiences based in the sciences, arts, performance, and writing.

B2n. Assistant principals at the elementary level and Learning directors at the junior high level provide guidance counseling for all students with a particular focus on struggling students. They coordinate intervention services and ensure student schedules meet their unique learning needs.

B2o. Services and communication between preschool and kindergarten programs were coordinated to ensure smooth transitions between academic and

B2s. Expand intervention and enrichment opportunities in summer school and after school programs, including enrichment, credit recovery, college readiness, kindergarten readiness, and a bridge program for students entering first grade. Increase access and course offerings in summer school and after school programs.

Note: Additional Administrative Assistants are included in A4 Increased Site Allocations):

Note: Additional Paraprofessionals are included in A4 Increased Site Allocations"

Note: Additional Learning Director Salary and Benefits are included in A4 Increased Site Allocations

social and emotional development programs and services. Updates were made to extend school site-based interventions to Preschool students and systems were improved to assist with gathering KSEP data for preschool students that can be used to support them in Kindergarten.

B2p. Academic learning was enriched and extended through experiential learning. Field trips included Outdoor Education and a trip to UC Merced for every 6th grader, an art experience at Carnegie Arts Center for every 3rd grader, a trip to the Gallo Theater for every 4th grader, and a music performance by Eric Genuis for every 5th grader. In addition, sites utilized site funding to support additional field trips at all grade levels.

B2q. The Educational Services' Division staff research, coordinate, implement, and evaluate instructional programs. Funding supports coordination of all LCAP actions and services including, but not limited to, instructional coaches, English learner testing assistants, professional learning, testing, and instructional services.

B2r. The Educational Options department coordinates and evaluates academic intervention and enrichment programs for students. These programs include the Academic Intervention

Program (AIP) at K-6 and the Academic Extended Day Program (AED) at 7-12. Administration also gathers feedback on specific academic needs and pacing guides support the learning that occurs in the classroom. Secondary programs utilize the districts adopted Math and ELA curriculum and K-6 programs utilize a direct instruction program called Educeri, which is created by Dataworks. Pre and post tests are given to students in AIP and this data is shared with site administration and the student's regular day teacher. Attendance incentives are also provided to AIP classrooms throughout the course of the year. ASES also works closely with outside agencies to provide additional opportunities for students.

B2s. Expanded summer school has continued to provide both remediation and acceleration through experiential learning. Ceres also partners with Stan State for tutoring services during the after school program and during summer school. Students learned academic content through lessons based in real-life activities (cooking, art, building projects etc). All students in grades K-8 have an opportunity to participate in enrichment and elective classes during summer school. ASES also provides students with enrichment activities throughout the course of the week. ASES staff also works

with outside agencies for enrichment activities such as Garden Club with Cultiva La Salud, 4H, Girl Scouts, Soroptimist, City of Ceres, and additional outside agencies.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B3 College and career readiness</p> <p>B3a. Learning Directors provide academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Ceres subpopulation.</p> <p>B3b. As appropriate for individual students and subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals, including career readiness options for those not going to a 4-year college.</p> <p>B3c. Learning Directors provide college counseling, facilitating the college and financial aid application processes for students and families.</p> <p>Note: Learning Director Salaries and Benefits are represented in B1</p>	<p>B3a. Learning Directors work with students and families in each year to review progress toward meeting promotion/graduation requirements.</p> <p>B3b. Learning Directors collaborate with students and families to provide academic planning to support students meeting UC/CSU A-G requirements. Each student completes a "4-year plan" in 9th grade and then revisits and adjusts that plan each each toward completing requirements.</p> <p>B3c. Ceres Unified has partnered with California College Guidance Initiative to provide education and support for students to plan for college, starting in 7th grade district-wide. Seniors complete the FAFSA and CSU applications through CCGI's CaliforniaColleges.edu website. In addition, Learning Directors monitor the progress toward graduation and college and career readiness goals for students. This</p>	<p>Base \$0</p>	<p>Base \$0</p>

includes first generation college students and working with families who are unfamiliar with the systems and steps toward achieving those goals.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B4 College and career readiness</p> <p>B4a. Maintain additional high school Learning Director positions to continue reduced staff to student ratio; maintain an additional Learning Director to increase services for students at Argus and Endeavor.</p> <p>B4b. Maintain two College Transition Learning Directors and two counseling technicians to support Learning Directors in preparing students for college as well as to facilitate the transition between graduation and enrollment in a post-secondary educational program.</p> <p>B4c. Subscribe to the Transcript Evaluation Service to investigate patterns and trends regarding student progress toward completion of UC/CSU a-g requirements.</p> <p>B4d. The K-12 Ceres is Serious about College program supports college and career readiness activities, including field trips to</p>	<p>B4a. Hiring additional Learning Directors enabled the district to maintain a Student:Learning Director ratio of 282:1 for more individualized academic planning and counseling focused on student achievement results, including a focus on postsecondary transitions.</p> <p>B4b. The College Transition Learning Directors and two counseling technicians supported students who graduated in 2018 by providing support in such areas as financial aid, housing, and course selection during their freshman year in college as well as seniors in the class of 2019 providing field trips, financial aid and scholarship advising, and securing admission.</p> <p>B4c. Staff provided professional development for the use of and analyzed data from the Transcript Evaluation Service in order to identify patterns and trends toward UC/CSU a-g requirement completion.</p>	<p>0000-8820 College Readiness 0000-8000 Supplemental and Concentration \$275,000</p> <p>0000-8818, 8819 Career Readiness Salaries and Benefits, Supplies and Equipment 0000-8000 Supplemental and Concentration \$580,000</p> <p>Resource 7338- Learning Directors College Readiness, 0000 Counseling Techs Salaries and Benefits,0000-8204 0000-8000 Supplemental and Concentration \$657,326</p>	<p>0000-8820 College Readiness 0000-8000 Supplemental and Concentration \$275,000</p> <p>0000-8818, 8819 Career Readiness Salaries and Benefits, Supplies and Equipment 0000-8000 Supplemental and Concentration \$597,317</p> <p>Resource 7338- Learning Directors College Readiness, 0000 Counseling Techs Salaries and Benefits,0000-8204 0000-8000 Supplemental and Concentration \$391,724</p>



colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents.

B4e. Provide SAT and ACT test fee vouchers for all students taking one or both exams in the junior and senior years.

B4f. Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21st Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class.

B4g. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities).

B4h. Provide a total of three release periods for designated high school staff to develop and coordinate career readiness activities with community agencies, service clubs, and local business partners; increase experiential learning opportunities and job skills

B4d. All schools in Ceres promote a college and career readiness focus for students. Beginning in elementary school, students participate in activities like college and career fairs, guest speakers who share their college preparation strategies and experiences and field trips to college campuses (at least once in elementary, once in junior high and once in high school). A college/career readiness committee meets regularly during the year to identify strategies and areas of focus in order to support students in college/career readiness K-12. Partnerships with Transcript Evaluation Services, National Clearinghouse, and California College Guidance Initiative help guide this work.

B4e. All students in 8th, 10th, and 11th grade took the PSAT/NMSQT during the school day. This provided exposure and practice for students, and gave students feedback on their current strengths and areas for growth as they prepare for college. Learning Directors explained scores to students. 11th graders participated in special SAT preparation workshops held on Saturdays during the Winter and Spring. SAT and ACT vouchers were provided.

B4f. A partnership with AbleWorks was piloted in four Government/Economics classes,

attainment important to in-demand industries and occupations.

B4i. Maintain the junior high career readiness courses aligned with the Manufacturing Academy at Ceres High School and Engineering Program at Central Valley High School.

B4j. Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy).

two at Ceres High School and two at Central Valley High School.

This organization offers weekly lessons to seniors regarding financial management, budgeting, etc. Students have reported tremendous learning from the program, and we are working to make it part of the education of all seniors moving forward.

B4g. School sites provide career readiness activities through career fairs and assemblies featuring local business partners and guest speakers from the community. CTE programs also offer a mentor program in which industry representatives offer monthly career/job readiness activities to students, including resume preparation, mock interviews, team building, workplace etiquette, etc. Ceres Rotary also provides a "mock interview" experience in which high school students complete application documents and in-person interviews, with students receiving feedback on interviewing skills. Career readiness is an embedded feature in the Manufacturing Program at Ceres High and the Ag Program at both Ceres High and Central Valley High, in which industry partners guide students, through internships and field experiences, as they prepare for future careers.

B4h. Three additional release periods were provided for high school staff who coordinated

additional career readiness activities for students.

B4i. Three junior high career readiness courses were offered to students. These courses are aligned with the Manufacturing Academy at Ceres High School and Engineering Program at Central Valley High School. Ag classes are also offered at the junior highs and are aligned with those classes offered at the high schools.

B4j. School sites were able to centralize most of their systematic college and career readiness efforts into the offerings from California College Guidance Initiative. CCGI encourages students to complete interest surveys, research careers (including education required and potential salary), set goals, learn about college offerings and financial aid, etc.

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B5 English learners attaining proficiency in English acquisition and academics</p> <p>B5a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to</p>	<p>B5a. Sites provided Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.</p>	<p>0000-8534 English Learner Assistant Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$575,118</p> <p>4203 Instructional Coach Salaries and Benefits 1000-1999:</p>	<p>0000-8534 English Learner Assistant Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$612,920</p> <p>4203 Instructional Coach Salaries and Benefits 1000-1999:</p>

support academic achievement for English learners.

B5b. With the support of English Learner Testing Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by student group, providing support to accelerate academic achievement.

B5c. Analyze performance data for English learners to ensure proportionate placement and progress for students in each Ceres student group. Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners; disaggregate all data by student group.

B5d. Monitor English learners' academic achievement; plan interventions and supports and to review and report progress toward meeting high school graduation requirements.

B5e. Present program implementation data, seek parent input on needs for improved implementation of the instructional programs, provide information on student progress and identify other needs of the school through the District English Learner Advisory Committee as well as the English Learner Advisory Committee at each school.

B5b. With support from English Learner Testing Assistants, Learning Directors closely monitor progress of English learners, adjusting services as appropriate to increase achievement access and opportunities for English learners.

B5c. Educational Services staff who specialize in the needs of English learners work closely with site administration and special education case managers to ensure language needs are evaluated when planning interventions and scheduling for English learners.

B5d. School sites teams conduct regular data reviews and observations of English learners to identify students who have met criteria for reclassification. Once reclassified, students are monitored for 48 months to ensure full access and ongoing achievement in core curriculum.

B5e. Through the District English Learner Advisory Committee and each school's English Learner Advisory Committee, staff presented information about program data, English learner progress, and sought input from the committees to identify additional program needs.

B5f. Instructional coaches continue to communicate with all teachers the importance of both

Certificated Personnel Salaries  
Title III \$340,129

Certificated Personnel Salaries  
Title III \$0

B5f. Provide professional learning and collaboration time on ELD standards, academic content and effective instruction using Integrated and Designated ELD. Instructional coaches provide specific coaching and lesson design support to increase instructional effectiveness for English learners.

B5g. Provide professional learning and collaboration time for academic content and effective instruction for meeting the academic needs of English learners.

B5h. Provide professional learning that includes research-based strategies and best practices for addressing the needs of Long Term English Learners and At-Risk Long Term English Learners.

B5i. Provide professional learning that includes research-based strategies and best practices for addressing the needs of newcomers and immigrant students who are English learners.

B5j. Provide translation, counseling, and academic supports to immigrant students during their first three years of enrollment in United States Schools.

B5k. Provide extended English Language Development and

designated and integrated ELD instruction, and support them in implementing such instruction. ELD teachers in grades 7-12 attended a conference for teaching English Learners together, along with coaches and administrators. The English Learner program is being supported in the Summer of 2019 with an "ELD Summer Bootcamp" program aimed at long-term English Learners.

B5g. Instructional coaches supported staff members on how to deliver effective instruction and support access to the academic content for English learners. On two Fall release days, ELD teachers of grades 7-12 collaborated to develop lessons and supports for their students based on grade level standards, language needs, and integration of instructional resources.

B5h. Ed Services partnered with administration and teachers to research best practices and strategies for addressing the needs of Long Term English Learners and At-Risk Long Term English Learners. This partnership resulted in the Summer 2019 ELD Bootcamp and targeted support for LTELs in both designated ELD courses and in integrated English only core classes.

B5i. Ed services staff collaborated with classroom teachers, coaches, and administrators to strategically

academic support opportunities through the after school program, summer school, and academies throughout the year.

B5l. Provide English Learner Testing Assistants to actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data. Communicate with Learning Directors, Assistant Principals, and Administrative Assistants to ensure appropriate academic supports are in place for all English learners, including newcomers, Long Term English learners and At-Risk Long Term English learners.

B5m. Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Testing Assistant, Learning Director, and Assistant Principal for English learners in each Ceres student group.

B5n. Use research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs.

B5o. Additional ELD staff will be hired at all secondary schools to facilitate increased access to core curriculum standards to improve graduation rates for English learners.

meet the needs of newcomers and immigrant English Learners. Going into 19/20, secondary schools have created an opportunity for a brand new, focused course for these students.

B5j. Translation, counseling, and paraprofessional support was provided for immigrant students as needed.

B5k. Through the Educational Options department, after school and summer school English language development courses provide additional ELD learning. In addition, individual schools provide additional “language academies” in the summer and after school to meet the individual needs of students. Additionally, 25 Rosetta Stone licenses were purchased for each elementary site and students utilize the program during the after school program and during summer school.

B5l. Each school receives additional support through the English Learner Testing Assistants. These staff actively monitor and gather English learner data and communicate with site administrators to ensure areas of intervention are identified and supports are put into place.

B5m. The unique educational needs of Foster Youth, homeless, and special education students who are also English Learners is

Note: Some B5 actions and services are represented in A2 Teacher Salaries and Benefits, A4 Increased Site Allocation, A10 Foster Youth Services, C4 Community Liaison, B2 Educational Services, B2 Educational Options

an area of focus during reviews of student progress throughout the year. The Learning Director provides feedback to instructors regarding unique needs and services for these students.

B5n. Educational Services coordinates training and support for school sites regarding the needs and assessment data for English Learners. English Learner Testing Assistants work closely with Learning Directors and Administrative Assistants to monitor the progress of English learners.

B5o. Secondary schools increased their support of ELD students through additional staff. Most secondary schools provided extra paraprofessional support to students in English language core classes. High schools used ELD teachers for in-class support, especially for English classes. By doing so, students had access to language support at key times throughout the day.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B6 English learner reclassification and ongoing achievement	B6a. Sites provided Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to	1000-1999: Certificated Personnel Salaries \$261,074	1000-1999: Certificated Personnel Salaries \$301,157
B6a. Provide Integrated (SDAIE) English Language Development instruction and support in every			

classroom through research-based instructional strategies designed to support academic achievement for English learners.

B6b. With the support of English Learner Testing Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by student group, providing support to accelerate academic achievement.

B6c. This action was discontinued because of redundancy.

B6d. Monitor Redesignated Fluent English Proficient students' academic achievement; plan interventions and supports and review and report progress.

B6e. Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 48 months; plan interventions and supports and review and report progress, as needed.

B6f. Provide professional learning to increase access to academic discourse of core content in support of language acquisition.

Note: B6 actions and services are represented in A2 Teacher Salaries and Benefits, A2 Instructional Coaches, A4 Increased Site Allocation, B1

support academic achievement for English learners.

B6b. The progress of English learners was closely monitored to ensure appropriate supports were in place to accelerate academic achievement.

B6c. This action was discontinued because of redundancy.

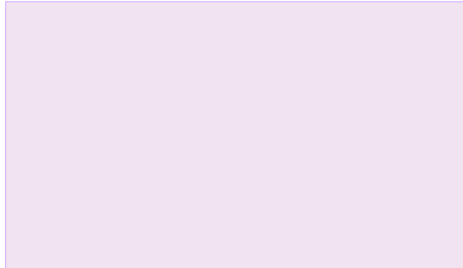
B6d. For students not making adequate progress in academic achievement, support staff met to identify and implement interventions and supports.

B6e. English Learner Testing Assistants gather data to determine if a students have met redesignation criteria and monitor their progress for four years following reclassification to ensure continued proficiency in academic English.

B6f. Continued to provide professional learning on the ELD standards and ways to increase academic discourse in all classes with the particular linguistic needs of students in mind.



Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, as well as B5 English Learner Assistants and Instructional coaches



## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B7 Advanced Placement participation and proficiency</p> <p>B7a. Provide GATE and accelerated students access to enrichment opportunities at K-6 and pre-AP and AP courses/honors courses 7-12.</p> <p>B7b. Learning Directors will analyze achievement data to identify and guide students into Advanced Placement courses; all data will be disaggregated by student group.</p> <p>B7c. Review course enrollment to ensure students from each CUSD student group have access to and are recruited into Advanced Placement courses.</p> <p>B7d. Analyze Advanced Placement test participation and scores to determine additional student and staff supports needed to increase proficiency.</p>	<p>B7a. K-6 schools implemented master schedules that incorporated blocks of time within the school day to provide standards based learning opportunities to meet the unique learning needs of students, including extension/enrichment. Students in grades 7-12 have open access to pre-AP/honors and AP courses. Enrollment in these courses continues to increase annually.</p> <p>B7b. Learning Directors monitor grades and solicit input from teachers to identify potential Advanced Placement students when balloting for future classes.</p> <p>B7c. Educational Services staff analyze course enrollment and test scores to ensure access and opportunity are available for all students. Staff work with site administration to ensure systems for balloting and scheduling students do not limit access to these rigorous college preparation</p>	\$0	\$0

Note: B7 actions and services are represented in A2 Teacher Salaries and Benefits, A7 Principal, B1 Assistant Principals, Learning Directors

courses. In addition, Ed Services created an AP Task Force to create tangible ways to increase access and achievement in AP classes. Task Force was composed of site teachers and administrators from junior highs and high school.

B7d. Educational Services staff analyze Advanced Placement test participation and score data to identify areas of professional learning and support needed at the site level. Ed Services engaged in conversations and strategy about the data with high school staff and AP Task Force. District and school staff presented to the Board of Education about test participation and score data as well as strategies being employed to continue increasing access to advanced coursework.

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B8 Advanced Placement participation and proficiency</p> <p>B8a. Advanced Placement teachers will participate in professional learning through the Advanced Placement Institute. Data from analysis of AP test scores will inform additional district-provided professional learning opportunities for teachers.</p>	<p>B8a. Pre-AP and Advanced Placement teachers participate in professional learning during the AP Summer Institute. In addition, teachers participate in online communities of AP teachers, sharing resources and strategies for meeting the needs of Advanced Placement teachers. Junior high and high school Honors teachers participated in a vertical articulation professional learning</p>	<p>0000-8000 \$0</p>	<p>0000-8000 \$0</p>

B8b. Provide AP test fee payment for all students taking the exam.

Note: B8 actions and services are represented in A4 Increased Site Allocation, B2 additional Learning Directors, Administrative Assistants, Educational Services, and B4 College Readiness

training opportunity in the effort to align the experience for all students.

B8b. The costs for all Advanced Placement tests was paid through Supplemental and Concentration grant funding. Doing this helped students who, in the past, may have taken fewer exams due to the cost.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B9 Evidence of mental health</p> <p>B9a. Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families.</p> <p>B9b. Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of all students and families.</p> <p>B9c. Provide mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses.</p> <p>B9d. Provide general education school psychologists to coordinate and case manage intervention and</p>	<p>B9a. The mental health program continues to grow and expand to include more prevention and early intervention initiatives across the entire district. Mental health screening data and progress monitoring data is being collected and analyzed to identify areas of need and assess program effectiveness.</p> <p>B9b. Using screening, formative, and summative assessment tools, district and school staff are able to identify areas of need for students and staff alike and also assess how specific services are impacting students. Information gained is used to target professional development for staff, workshops for families, and social and emotional learning competencies to focus on.</p>	<p>0000-8822, 8823 Salaries and Benefits, Contracted Services, Supplies and Materials: 0000-8000 Supplemental and Concentration \$3,138,052</p>	<p>0000-8822, 8823 Salaries and Benefits, Contracted Services, Supplies and Materials: 0000-8000 Supplemental and Concentration \$3,637,482</p>

support systems for general education students.

B9e. Behavior Specialists provide increased intervention services for high needs general education students and professional learning and support for the teachers who serve them.

B9f. Provide professional learning for school psychologists and other mental health staff to deepen knowledge and practices regarding behavior intervention strategies and systems.

B9g. Provide Social Skills Facilitators at each school site to support students in development of interpersonal skills.

B9h. Provide Student Support Specialists/Mental Health Clinicians to support students needing more intensive counseling services. Hire additional Student Support Specialist for each of the comprehensive high schools to accommodate the large enrollment.

B9i. Provide prevention services through social-emotional learning lessons designed to help children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and

B9c. In addition to connections made between staff and students in the learning environment, mentoring services are provided through partnerships with CSU Stanislaus, local service clubs, business partnerships, and Next Step Mentoring through Youth for Christ.

B9d. School psychologists are utilized to address the needs of general education students, including intervention and case management of mental health and social skills services.

B9e. Behavior Specialists are utilized to provide increased intervention services for high needs general education students.

B9f. Professional learning was provided for psychologists and mental health staff to build capacity for identifying and providing appropriate behavior intervention strategies and systems for students.

B9g. Each school site is provided a Social Skills Facilitator to support students in developing interpersonal skills.

B9h. Mental health counseling and social skills training have been a significant addition to the services for students and families. Systems have been created for the referral of students to these programs. Students have received support in

maintain positive relationships, and make responsible decisions.

Note: B9 actions and services are also represented in A4 Increase Site Allocation

the areas of behavior, aggression, social skills, stress and anxiety, anger and depression, poor academic performance, family issues, self-injurious behavior, and grief and trauma.

B9i. Social-emotional learning is being implemented at all CUSD schools, including elementary, junior high, and high school campuses. Through classroom lessons, school wide promotion, and curriculum integration, schools are incorporating social and emotional learning as a foundation for prevention and early intervention programs and activities.

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B10 Evidence of physical health</p> <p>B10a. Provide K-6 physical education teachers and equipment and supplies for core physical education instruction.</p> <p>B10b. Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services.</p>	<p>B10a. K-6 students receive regular physical education instruction.</p> <p>B10b. School health staff make and coordinate referrals for further health needs and communicate directly with families on accessing appointments.</p> <p>B10c. Providing nutritious meals is critical to the health and learning needs of our students. In addition to lunch, Ceres provides a Breakfast for All program, ensuring students have both breakfast and lunch to fuel their day. Students</p>	<p>1100 Nurse and Health Clerk Salaries and Benefits 2000-2999: Classified Personnel Salaries Lottery \$713,125</p> <p>6500 Nurse and Health Clerk Salaries and Benefits 2000-2999: Classified Personnel Salaries Special Education \$237,012</p> <p>6105 Nurse and Health Clerk Salaries and Benefits 1000-1999: Certificated Personnel Salaries Preschool \$16,104</p>	<p>1100 Nurse and Health Clerk Salaries and Benefits 2000-2999: Classified Personnel Salaries Lottery \$802,533</p> <p>6500 Nurse and Health Clerk Salaries and Benefits 2000-2999: Classified Personnel Salaries Special Education \$253,939</p> <p>6105 Nurse and Health Clerk Salaries and Benefits 1000-1999: Certificated Personnel Salaries Preschool \$12,758</p>

B10c. Provide access to nutritious meals through the Breakfast for All and the National School Lunch Program.

Note: Elementary PE teacher salaries are included in goal A1

who participate in the after school program also receive healthy snacks in the afternoon. Supper programs exist at 14 school sites. Students are able to eat a full meal during the after school programs at these sites.

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B11 Evidence of physical health</p> <p>B11a. Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate services with community agencies and businesses.</p> <p>B11b. Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school.</p> <p>B11c. Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6.</p> <p>B11d. Provide additional nursing and/or health clerk staff. To attract</p>	<p>B11a. The Student Support Division maintained its focus on the district Wellness Policy by conducting multiple Wellness Committee meetings. Committee representation consists of district and school staff, parents, community and wellness advocate groups, non-profit organizations, and more. The Wellness Policy was analyzed and goals were established to focus on three main priorities:</p> <ul style="list-style-type: none"> <li>-drugs/tobacco prevention</li> <li>-Obesity Stigma/Bullying Prevention</li> <li>-Staff training and Wellness</li> </ul> <p>Throughout the course of this school year, the Student Support Division has created new initiatives with each sub-department (Mental Health, Nursing, Elementary PE, Community Liaisons/Foster Youth) that are specifically tied to the goals established through the Wellness Committee. Taking a systems wide approach to address wellness concerns in our school</p>	<p>0000-8822, 8823 Nurse and Health Clerk Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$770,000</p>	<p>0000-8822, 8823 Nurse and Health Clerk Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$770,000</p>

and retain skilled nursing staff, provide financial incentives above beyond the normal base salary placement.

B11e. Increase or maintain participation in Child Nutrition Services; fresh fruit and vegetable vendors at school sites.

B11f. Increase student and family knowledge of the connection between health and exercise through after school Dance Therapy courses.

Note: B11 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Options

community is an example of CUSD implementing a Multi-Tiered System of Support (MTSS).

B11b. Additional equipment funding was provided to Elementary PE teachers to further enhance their instructional program. Funds were also allocated for the extended day PE program to purchase games and supplies to improve student engagement.

B11c. Using supplemental curriculum resources, teachers continue to incorporate nutrition and physical health into instruction of the reading and literacy standards. While students develop reading proficiency, they are also learning about how to have a healthy lifestyle.

B11d. Through continued active recruitment campaigns, financial incentives, and a commitment to full-time health clerk staff, the District was able to hire four (4) new school nurses this year. The district added additional health clerk staff to support the district's preschool program.

B11e. 81.8% of students in Ceres participate in the National School Lunch program. A partnership was established with Second Harvest Food Bank to provide free groceries to various school sites throughout the school year. Groceries were made available to

any community member. Because not all families live in proximity to grocery stores, to support family access to fresh fruits and vegetables, farm stands are also provided at schools throughout the district.

B11f. Dance Therapy courses continued this year and have taken place at ten sites.

## Analysis

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

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

The actions and services in support of goal B, Pupil Outcomes implemented in 2018-2019 included: increasing the achievement for all student groups and a decrease in the achievement gap; increased percentage of students ready for college and career; increased English learner proficiency and reclassification; increased enrollment and pass rate in Advanced Placement; increased access to mental health and physical health services.

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

Students demonstrated growth on the SBAC in both English language arts and mathematics, evidenced by the overall increases in the percentage of students meeting and exceeding standards as well as the decrease in distance from level 3. Continuing to increase achievement in both subject areas for all student groups is an ongoing priority for the district.

College and career readiness continues to be a primary focus of the district. UC/CSU a-g completion rates increased while students taking the SAT and ACT decreased. However, the number of students taking the PSAT increased greatly as it was given to 8th graders in addition to high school students this year. EAP scores increased significantly in both English language arts and math, and more students continue to enroll in Advanced Placement courses, demonstrating increased access. A focus on ensuring students are successful on the Advanced Placement Exam continues to be an area of need, as there was a slight decrease this year. Career Technical Education completion decreased slightly.

Baseline ELPAC data was collected this year, and 64% of English learners performed at the moderately-developed or well-developed levels. Reclassification rates declined significantly, mostly due to the transition from CELDT to ELPAC. Increased and improved services are needed for English learners to ensure they are moving toward reclassification and improved academic achievement. A particular focus is needed on improving the graduation rates of English Learners. Although the data collected for mentoring, social skills, counseling, and mental health clinician services indicates a reduction in the number of students served this year, all K-6



students received tier one services in social-emotional learning, which is not reflected in the data. A continued focus on providing tier one services for grades 7-12 will be maintained next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

The goal, actions and services for Goal B will continue.

For action B10c, the following language was added to account for changes in the National School Lunch Program for next year: “All students will receive free breakfast and lunch beginning with the 2019-2020 school year.”

# 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 C

Provide active family and student Engagement programs which increase participation and results for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:     Ceres Unified Strategic Plan, Local Educational Agency Plan, Ceres Unified Technology Plan

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            C1. Increased family engagement</p> <p>Metric: Safe and Civil Schools Family Survey Data; Volunteer Assistance Program</p> <p><b>18-19</b>            Maintain 95% or higher</p> <p>Increase number of Safe &amp; Civil Schools Surveys collected from families</p> <p>Increase number of family volunteers</p>	<p>C1. Increased family engagement</p> <p>18-19 Results:</p> <p>Safe and Civil School surveys of families: "Parents/Families who visit the school are welcomed, treated with respect, and encouraged to come back."            K-6: 91.3%            7-12: 95.8%</p> <p>Number of parent surveys collected:            K-6:            2017-2018: 2,736            2018-2019: 850            9-12:            2017-2018: 856            2018-2019: 522</p> <p>Number of family volunteers: 4,287</p>

Expected

**Baseline**

Safe and Civil School surveys of families: "Parents/Families who visit the school are welcomed, treated with respect, and encouraged to come back."

K-6	7-12
2016-2017: 97.4%	95.5%
2017-2018: 97.8%	91.6%

Volunteer Assistance Program:  
 Number of Family Volunteers:  
 2016-2017: 4,562  
 2017-2018: 4,254

**Metric/Indicator**

C2|C3. Increased input from families regarding school decision-making

Metric: Governance Meeting Participation

**18-19**

Maintain active participation on school governance teams

**Baseline**

All schools have active School Site Council and English Learner Advisory Committees. In addition, there is a Parent Advisory Committee, District Advisory Committee and a District English Learner Advisory Committee.

2017-2018:

All schools actively track participation of the members of their School Site Council and English Learner Advisory Committees. In addition, the district tracks participation in the District Advisory Committee and District English Learner Advisory Committee.

**Metric/Indicator**

C4. Increased program offerings

Metric: Program Offerings for Families

**18-19**

Increase the number of program offerings

**Baseline**

Actual

C2|C3. Increased input from families regarding school decision-making

18-19 Results:

All schools actively track participation of the members of their School Site Council and English Learner Advisory Committees. In addition, the district tracks participation in the District Advisory Committee and District English Learner Advisory Committee. Finally, all sites invite stakeholders to participate in the district LCAP Stakeholder meetings throughout the year.

C4. Increased program offerings

18-19 Results:

440 programs

Expected

2016-2017: 433  
2017-2018: 434

**Metric/Indicator**

C5. Increased attendance and achievement

Metric: Attendance Rates; Chronic Absenteeism Rates; Truancy Rates;  
Student Attendance Review Board

**18-19**

Maintain 95% or higher attendance rate

Reduce Chronic Absenteeism to below 5%

Reduce Truancy Rate by 5%

Reduce the number of total truants and those students receiving Truancy Letters by 5%

Maintain pre-SARB intervention and reduce SARB hearing rate by 5%

**Baseline**

Attendance Rates:  
2016-2017: 95.28%  
2017-2018: 95.40%

Actual

C5. Increased attendance and achievement

18-19 Results:

Attendance rate: 95.37%

Chronic absenteeism: 9.3%

Truancy rate: 35%

Total # of truants: 4,784

Truancy letter 1: 4,784

Truancy letter 2: 2,243

Truancy letter 3: 864

Pre-SARB hearings: 116

SARB hearings: 16

Expected

Chronic Absenteeism:  
2016-2017: 9.1%  
2017-2018: 11.9%

Truancy Rate  
2016-2017: 31.4%  
2017-2018: 39%

Total # Truants  
2016-2017: 4,427  
2017-2018: 6,091

Truancy Letter 1:  
3 unexcused absences or extended tardies  
2016-2017: 10,009  
2017-2018: 6,091

Truancy Letter 2:  
4 unexcused absences or extended tardies  
2016-2017: 6,646  
2017-2018: 3,136

Truancy Letter 3:  
7 unexcused absences or extended tardies  
2016-2017: 3,492  
2017-2018: 1,370

Pre-SARB Hearings:  
2016-2017: 172  
2017-2018: 257

SARB Hearings:  
2016-2017: 47  
2017-2018: 56

**Metric/Indicator**

C6|C7. Increased program offerings; decreased dropout and increased graduation rates

Metric: Retention Data; Special Education Identification; Middle School Dropout; High School Dropout; High School Graduation

**18-19**

Actual

C6|C7. Increased program offerings; decreased dropout and increased graduation rates

18-19 Results:

Retentions: 13 (decreased by 40%)

Special education initial identification rate (# of students): 74

## Expected

Decrease retentions by 5%

Decrease special education initial identification by 5%

Decrease Middle School Dropout Rate below 1%

Maintain High school Dropout rate to below 5%

Increase High School Graduation Rate to above 95%

### Baseline

Retentions:  
2016-2017: 58  
2017-2018: 22

Special Education Initial Identification Rate:  
2016-2017: 100  
2017-2018: 93

Middle School Dropout Rate:  
2015-2016: 0.2%  
2016-2017: 0.0%

High School Dropout Rate:  
2015-2016: 2.1%  
2016-2017: 1.9%

Graduation Rate:  
2015-2016: 87.7%  
2016-2017: Not available until June 2018

### Metric/Indicator

C8. Increased participation and percentage of positive survey ratings

Metric: Valued and Connected Data; Digital Citizenship Data; California Healthy Kids Data; Safe and Civil School Survey Data

### 18-19

Increase percentage of students participating in clubs by 5%

## Actual

Middle school dropout rate:  
2017-2018: 0.3% (6 students)

High school dropout rate:  
2017-2018: Not available as of May 2019

Graduation rate:  
2016-2017: 85.9%  
2017-2018: 84.7%

C8. Increased participation and percentage of positive survey ratings

18-19 Results:

Club participation: 4,370 students

California Healthy Kids Survey – Secondary 2018-2019  
Student rating of School Environment:  
Caring Adults: High 28% Moderate 56% Low 16%  
Adult Expectations: High 33% Moderate 53% Low 14%

## Expected

Increase California Healthy Kids Survey student rating of school environment so the total of high and moderate levels is above 90%

Increase Safe & Civil School Survey student rating by 5%

### Baseline

Valued and Connected (club participation)

2016-2017: 4,152 students

2017-2018: 3,712 students

California Healthy Kids Survey – Elementary 2012-2013  
Student rating of School Environment:

Caring Adults: High 50%; Moderate 45%; Low 5%

Adult Expectations: High 57%; Moderate 39%; Low 3%

School Connectedness: High 56%; Moderate 41%; Low 3%

No new results for 2017-2018

California Healthy Kids Survey – Secondary 2016-2017  
Student rating of School Environment:

Caring Adults: High 28% Moderate 56% Low 16%

Adult Expectations: High 36% Moderate 51% Low 13%

School Connectedness: High 47.5% Moderate 42% Low 19%

No new results for 2017-2018

Safe & Civil School Survey – Elementary 2016-2017

Adults are helpful to students: 95.0%

Adults treat students fairly:  
86.0%

Adults treat students respectfully: 93.0%

Adults encourage students to do their best:  
95.0%%

## Actual

School Connectedness: High 42% Moderate 46% Low 12%

Safe & Civil School Survey – Elementary 2018-2019

Adults are helpful to students: 76%

Adults treat students fairly: 81%

Adults treat students respectfully: 85%

Adults encourage students to do their best: 91%

If students have a problem, they know they can go to a staff member for help:  
76%

I am proud to be part of this school: 77%

Safe & Civil School Survey – Secondary 2018-2019

Adults are helpful to students: 72%

Adults treat students fairly: 74%

Adults treat students respectfully: 73%

Adults encourage students to do their best: 81%

If students have a problem, they know they can go to a staff member for help:  
70%

I am proud to be part of this school: 69%

## Expected

If students have a problem, they know they can go to a staff member for help:

93.0%

I am proud to be part of this school:

93.0%

Safe & Civil School Survey – Elementary 2017-2018

Adults are helpful to students: 90.4%

Adults treat students fairly:

82.8%

Adults treat students respectfully: 90.6%

Adults encourage students to do their best:

93.9%%

If students have a problem, they know they can go to a staff member for help:

91.2%

I am proud to be part of this school:

90.8%

Safe & Civil School Survey – Secondary 2016-2017

Adults are helpful to students:

82.0%

Adults treat students fairly:

71.5%

Adults treat students respectfully:

83.5%

Adults encourage students to do their best:

81.0%

If students have a problem, they know they can go to a staff member for help:

79.5%

I am proud to be part of this school:

83.5%

Safe & Civil School Survey – Secondary 2017-2018

Adults are helpful to students:

81.2%

Adults treat students fairly:

71.4%

Adults treat students respectfully:

83.2%

Adults encourage students to do their best:

85.9%

## Actual



Expected

If students have a problem, they know they can go to a staff member for help:  
77.6%  
I am proud to be part of this school:  
80.8%

**Metric/Indicator**

C9. Decreased suspensions and expulsions

Metric: Suspension Rates; Expulsion Rates

**18-19**

Decrease suspension rate by 5%

Maintain expulsion rate below 1%

**Baseline**

Suspension Rate:  
2014-2015: 8.6%  
2015-2016: 7.7%  
2016-2017: 10.1%

Expulsion Rate:  
2014-2015: 0.1%  
2015-2016: 0.17%  
2016-2017: 0.29%

Actual

C9. Decreased suspensions and expulsions

18-19 Results:

Suspension rate:  
2017-2018: 7.0%

Expulsion rate:  
2017-2018: 0.3%

**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
C1 Research based family engagement practices	C1a. Communication with families is a priority at all Ceres schools.	8826 Salary and benefits and software 3000-3999: Employee	8826 Salary and benefits and software 3000-3999: Employee

C1a. Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend campus events.

C1b. Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals. Increase participation in Safe and Civil Schools surveys.

C1c. Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program. Schools will reach out to volunteers from previous years to encourage them to participate in volunteer opportunities.

C1d. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share cultural and educational resources.

C1e. Provide access to computers and Internet at schools during school hours and through the ASES program so families can access educational resources

The district has now transitioned to one uniform communication tool called ParentSquare, which also has an app for families to use. ParentSquare provides one-way and two-way communication options for schools and families. Sites also use email, surveys, comment cards on newsletters, and other means to engage in two-way communication. In addition to traditional communication systems, site administrators have begun utilizing social media (Twitter, Facebook, Google) to increase communication with families. The district has hired a communications specialist to increase the district's social media use and increase communication with families and the community.

C1b. Each Ceres school has a Family Engagement team made up of families representing significant student groups, staff, and the principal. Each team develops goals related to creating a school environment in which input from families is actively gathered and used to inform site decision making. In an effort to increase the number collected, Safe & Civil Schools surveys were administered exclusively digitally this year; however, the results were poor. The number of Elementary surveys collected was 850, compared with 2,736 in 2017-18, and the number of Secondary surveys collected was 522, compared to 856 in 2017-18. A

Benefits Supplemental and Concentration \$148,000

Benefits Supplemental and Concentration \$158,520

(Parent Portal, school websites, college preparation resources, etc.). Provide computer stations with Internet access; training and staff to support family access.

C1f. Support a family-friendly environment through translation and childcare. Provide customer service training to school and district employees.

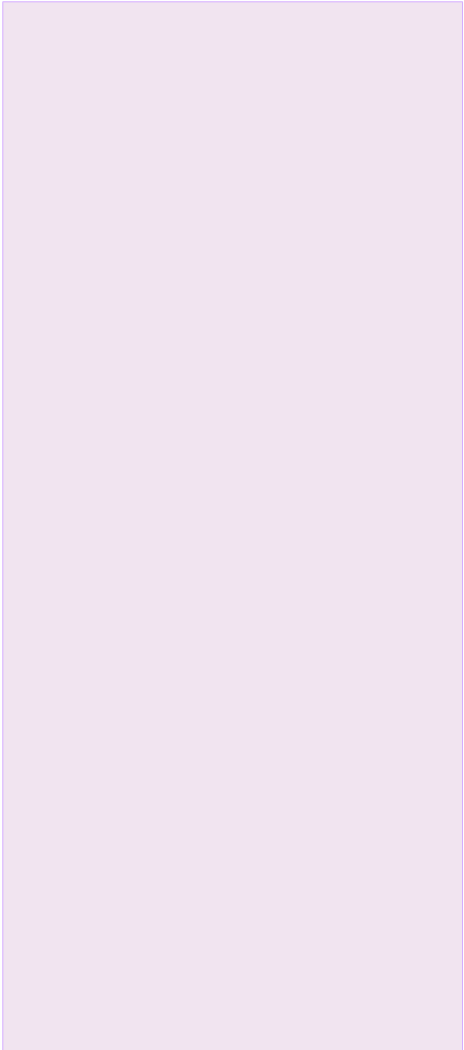
Note: C1 actions and services are represented in A4 Increased Site Allocation, B2 Educational Services

mixture of digital and hard copy surveys will be administered next year to boost the response rate.

C1c. Family participation in the learning environment is encouraged and supported through our Volunteer Assistance Program. The number of volunteers increased from 4,254 in 2017-2018 to 4,287 in 2018-2019.

C1d. Ceres Unified encourages family involvement by:

- providing opportunities at school sites for FACTOR (Families Acting Toward Results) classes to equip parents with knowledge about the educational system as well as specific skills needed to help their child succeed in school.
- utilizing family engagement teams at each school site to welcome parents and families to school and involve them in the educational experience. With input from the family engagement team, sites implement activities such as literacy nights, math nights, technology nights, job search skills, and newsletters/phone calls so parents have the information needed to assist children with schoolwork.



- providing families with communication in a language they understand and in a timely manner.
  - utilizing the Parent Square app to increase communication with families.
- C1e. Each school provides access to computer stations with Internet access in the main office and through the after school program services. Families utilize these stations to monitor student progress via the Infinite Campus Parent Portal system. They also use the resources to access information available on school and district websites as well as other educational resources.
- C1f. To support engagement of families in the school environment, all schools provide translation and childcare services during meetings and events. Translation of all IEPs for families whose first language is not English is being offered.

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C2 Family input in school decision making  C2a. Actively recruit participation of families in school advisory teams and ensure site and district	C2a. Site and district staff ensure site and district advisory groups include representation from families knowledgeable in the unique educational needs of each Ceres student group. Ceres	\$0	\$0

advisory groups include representation from families knowledgeable in the unique educational needs of each Ceres student group. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited

- Parent Advisory
- District Advisory
- District English Learner Advisory
- School Site Council
- English Learner Advisory

Note: C2 actions and services are represented in A7 Principal Salaries

Unified annually reviews its parent involvement policy with the District Advisory Committee/District English Learner Advisory Committee and provides annual training for all school site council members to assist them in carrying out their legal responsibilities. Committee participation is monitored to ensure representatives from student groups are invited and included in school governance.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C3 Family input in school decision making</p> <p>C3a. Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Low Income, English Learner, Migrant, Foster, Homeless, and Special Education youth.</p> <p>C3b. Foster Youth Parents and partners participate in the Superintendent's Parent Advisory as well as the Community</p>	<p>C3a. Administration take steps to ensure school governance groups include representation from family and community agencies familiar with the unique educational needs and challenges of Migrant and Foster youth. In addition, the district staff consult with Merced County Migrant services staff regarding the needs of Migrant Youth and Stanislaus County Foster Youth Educational Liaison regarding the needs of Foster Youth. FY Liaison provides information to foster parents upon enrollment the opportunitieis to</p>	\$0	\$0

Stakeholder groups, which also serve as LCAP Stakeholder groups. In addition, the Foster Liaison promotes parent participation on School Site Council at the students' specific school sites.

Note: C3 actions and services are represented in A4 Increased Site Allocation, B2 Educational Options

participate in school governance teams.

C3b. Site administration, district staff and the FY Community Liaison work to ensure participation in district governance groups to provide a voice regarding the unique educational needs of students.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C4 Educational programs, designed for families, to empower them in supporting student achievement and success.</p>	<p>C4a. Ongoing trainings for families was provided to support the home to school connection regarding children's use of digital resources.</p>	<p>3905 Salaries and Benefits, Books and Supplies 0000-8000 Adult Education \$107,501</p>	<p>3905 Salaries and Benefits, Books and Supplies 0000-8000 Adult Education \$85,170</p>
<p>C4a. Provide educational programs for families related to digital citizenship and digital literacy and using educational technology to support student achievement.</p>	<p>C4b. Parent workshops called F.A.C.T.O.R (Families Acting Towards Results) focused on the California standards, college and career readiness, social/emotional components, State testing, and additional ways to be involved.</p>	<p>3913 Salaries and Benefits, Books and Supplies 0000-8000 Adult Education \$84,950</p>	<p>3913 Salaries and Benefits, Books and Supplies 0000-8000 Adult Education \$109,395</p>
<p>C4b. Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.)</p>	<p>Since the induction of the program there have been over 220 graduates from the program. In addition, sites provide curriculum and supplies to support the home to school connection.</p>	<p>3926 Salaries and Benefits, Books and Supplies, Services 0000-8000 Adult Education WIA \$0</p>	<p>3926 Salaries and Benefits, Books and Supplies, Services 0000-8000 Adult Education WIA \$0</p>
<p>C4c. Extend application of learning and student achievement</p>	<p>C4c. Multiple parent workshops were provided for families, including 12-Tools for Parents and Making Parenting Make Sense.</p>	<p>6391 Salaries and Benefits, Books and Supplies, Services 0000-8000 Adult Education Block Grant \$765,069</p>	<p>6391 Salaries and Benefits, Books and Supplies, Services 0000-8000 Adult Education Block Grant \$964,846</p>
		<p>0000-8871 Salaries and Benefits, Books and Supplies, Services 0000-8000 Supplemental and Concentration \$200,000</p>	<p>0000-8871 Salaries and Benefits, Books and Supplies, Services 0000-8000 Supplemental and Concentration \$200,000</p>

through provision of curriculum and supplies for home use.

C4d. Provide adult education programs to increase educational resources for families (e.g., General Educational Development test, English as a Second Language, Spanish as a Second Language, Digital Literacy, job skills).

C4e. Work with community-based agencies to develop and provide family-based educational programs to empower and strengthen families (e.g. resources related to financial literacy, poverty, substance abuse, supporting academic achievement).

C4f. Provide information and guidance regarding services for Transitional Age Foster Youth (i.e., age 18-24 years) related to independent living programs/transitional housing, work-ready programs (e.g. AspiraNet).

Note: C4 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Services, B2 Educational Options, B4 College Readiness

District events average 175 parents. Sites also provided a variety of parent workshops on topics to support students' academic achievement and success.

C4d. Adult education programs are offered to the Ceres community. These include GED preparation and exams, ESL, Quickbooks, Pharmacy Technical, CMA, Medical Billing and Coding, RICA prep, CUSD workshops, Electrician, Diploma, Microsoft, and other courses related to job skills. A job fair was hosted at the Hanline Elementary School's campus and over 40 employers from the community participated as well as over 600 job seekers.

C4e. The district provided the FACTOR program at 4 school sites this year. The program focused on the social, emotional and physical development in children, 21st Century Skills, useful academic information, and ways for parents to get involved in their child's education. Parents also participated in parent classes during the after school program and the program focused on the 12 tools.

C4f. FY Liaison works with various service providers as students transition out of high school, including: county social worker to ensure foster youth are connected with an AB12 social worker, who

will help them with their transition once they complete high school; AspiraNet, who helps students with basic life skills (laundry, money management etc.); Project Yes, who helps students with obtaining work experience; Bridge program coordinator at Modesto Junior College to assist with post secondary transition; Stanislaus County Office of Education, who provides information to students and their families about workshops pertaining to college grants and financial aid, so that they are better prepared and able to navigate the higher education system.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C5 Active family and student support and intervention to increase school attendance.</p> <p>C5a. Develop and implement systems for monitoring and improving student attendance reducing chronic absenteeism, and decreasing truancy for students in every student group.</p> <p>C5b. Subscribe to an electronic attendance monitoring system to improve communication with families.</p> <p>C5c. Conduct home visits and work with families regarding individual needs of chronically</p>	<p>C5a. Student attendance is monitored closely at the site and district level. Parents of students who have accrued a minimum of three unexcused absences and/or extended tardies are contacted by the school site personnel. Students with continued absences who are in danger of referral to the School Attendance Review Board participate in informal meetings at the sites with administrators, parents, and the CUSD Administrative Assistant. Resources are provided to assist the families in overcoming barriers to attendance. Parents are advised of laws pertaining to regular school attendance and the</p>	<p>9215 Community Liaison Salaries and Benefits 2000-2999: Classified Personnel Salaries Other \$17,236</p> <p>0000-8822 Community Liaison Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$77,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,000</p>	<p>9215 Community Liaison Salaries and Benefits 2000-2999: Classified Personnel Salaries Other \$0</p> <p>0000-8822 Community Liaison Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$111,086</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$70,000</p>



absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance.

C5d. Learning Directors, Community Liaisons, Assistant Principals, and Administrative Assistants will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support.

C5e. Provide site and district Community Liaisons to facilitate the home to school to community connections to increase access to family resources.

C5f. Ensure Foster Youth, Foster parents, and Learning Directors are aware of AB167 pertaining to high school graduation requirements and a 5th year option for Foster Youth to satisfy UC/CSU a-g Requirements.

Note: C5 actions and services are also represented in A4 Increased Site Allocation software for Chronic Absenteeism (0000-8825)

SARB process should poor attendance continue. CUSD also partners with the Stanislaus County District Attorney's Office and Superior Court. The goal of all partners is to ensure students attend school regularly and to reduce absenteeism and truancy.

C5b. District purchased a subscription to Attention 2 Attendance (A2A) electronic attendance monitoring system. A2A is an attendance tracking and monitoring system that sends out automatically truancy notifications and excessive absence letters.

C5c. Community Liaisons as well as site and district administrators systemically monitor attendance and provide support services for students who are in danger of missing 10% or more of the school year for any reason.

C5d. District and school staff closely monitor attendance of students, meet regularly with truant students and their families, provide attendance incentives for students, and develop interventions when attendance is problematic.

C5e. In addition to other school staff, Community Liaisons at the district and site level provide valuable access to resources within the education system and within the community for families. A significant number of Ceres

Unified students are in living situations defined as “Homeless” because they are “doubled up” with other families. The Homeless Youth Community Liaison works actively with school personnel and community agencies as well as directly with families to identify and reduce or eliminate barriers to access to school programs.

C5f. Learning Directors and attendance staff monitor student attendance and coordinate support services for students who are missing school, particularly migrant and foster youth. These support services may include referrals to mental and social skills services as well as resources available in the community to support students and their families in improving attendance. Some students require a 5th year to complete graduation and a-g requirements. Students and families are guided through the services and decision making to ensure mobility is not a barrier to graduation.

Learning directors monitor Foster Youth data throughout the year, evaluating transcripts for issuance of credits as well as short term independent study options as well as credit recovery options due to mobility. Access to online courses is also provided as needed. Students and their case managers are guided through the services and decision making to ensure mobility is not a barrier to graduation.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C6 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.</p> <p>C6a. Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.</p> <p>C6b. Provide professional learning time to analyze data and instructional effectiveness.</p> <p>Note: C6 actions and services are represented in A7 Principal Salaries</p>	<p>C6a. Student support teams at the site level actively monitor student performance data to identify students in need of additional intervention and support. Teachers utilize the CUSD Pyramid of Interventions and Student Study Team referral process to develop individual plans of intervention and support. In addition, the Educational Services Division actively monitors retention, special education identification rates, drop out and graduation data by student group to identify areas of strength and areas of growth as a district and within individual schools.</p> <p>C6b. Professional learning related to formative assessment and effective, research-based interventions is an area of focus at all Ceres schools.</p>	<p>\$0</p>	<p>\$0</p>

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C7 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.</p>	<p>C7a. Site intervention teams attended a 2-day Response to Intervention workshop to develop a process for providing certain access to all students for tiered intervention. Intervention teams,</p>	<p>0000-8830 Teacher Salaries and Benefits and Supplies/Materials for Infant/Young Child Care Program 0000-8000 Supplemental and Concentration \$475,000</p>	<p>0000-8830 Teacher Salaries and Benefits and Supplies/Materials for Infant/Young Child Care Program 0000-8000 Supplemental and Concentration \$536,854</p>

C7a. Provide professional learning time through planning time, release time, and performance contracts to analyze data and instructional effectiveness and plan interventions to meet identified needs.

C7b. Foster Youth Liaison will participate in professional learning opportunities to increase knowledge and skills to advocate, guide, and counsel Foster Youth (i.e. Reaching Kids who are Hardest to Reach and Trauma-informed Strategies trainings).

C7c. Foster Youth Liaison shall conduct at least once annually, an informal luncheon with high school aged-Foster Youth in order to solicit their feedback pertaining to our district's support for children in foster care to determine best practices and identify improvements to be made.

C7d. Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart).

C7e. Determine needs of students in alternative education programs, including high school independent study programs, to increase graduation rates.

including site and district learning specialists, met regularly to review student performance and behavioral data, planning appropriate interventions and working with families to coordinate support for students. K-6 intervention teachers met monthly for professional learning aimed to improve multi-tiered systems of support.

C7b. FY Liaison has continue receiving training and professional development in the areas of trauma and social and emotional supports, foster youth trainings provided by SCOE, special education training by CASA. The FY Liaison is preparing to start the process for becoming trained as a certified Court Appointed Special Advocate (CASA). This training will allow a deeper perspective on the unique needs of foster youth and continue to build her capacity for providing direct support services.

C7c. FY Liaison conducted informal luncheons with high school aged-Foster Youth in order to solicit their feedback pertaining to our district's support for children in foster care to determine best practices and identify improvements to be made.

C7d. Staff attended conferences and trainings on trauma-informed practices, social emotional learning programs, adverse childhood

C7f. Provide an Infant/Toddler Program for Ceres students who are parents to non-school age children.

C7g. Provide emergency clothing cards, fuel vouchers, bus passes, backpacks and school supplies, graduation and/or promotion regalia for homeless students.

Note: C7 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Services, B2 Educational Options

experiences, human trafficking, and foster youth needs. Trainings focus on relationship-building, school culture, understanding student backgrounds/trauma, resiliency, and more to support students in foster care. Foster Youth Liaison also works directly with Learning Directors, including the College Transition Learning Directors at both comprehensive high schools to ensure foster youth are on track for graduation (often times through AB167). FY Liaison also collaborates frequently with CASA (Court Appointed Special Advocates) to support educational needs, including SPED.

C7e. Stakeholder meeting was held with students from Argus/Endeavor to solicit feedback and identify additional needs of students in alternative education programs. Because Endeavor High School is a Comprehensive Support and Improvement (CSI) school, a plan for school improvement was developed, with the primary goal being to improve the graduation rate.

C7f. The Infant/Toddler Program was implemented on the Argus/Endeavor campus. Students enrolled in Ceres schools who are parents of young children accessed these services while maintaining enrollment in the regular education program at the schools.

C7g. The Student Support Division staff provided resources as appropriate for families living in transition or emergency situations.

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C8 Safe and civil school environments in which students are safe, involved, valued, and respected.</p>	<p>C8a. School staff actively recruit students to participate in clubs and extra-curricular activities. New clubs are added based on student interest and requests.</p>	<p>0000-8301 Sports Physicals 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>0000-8301 Sports Physicals 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>
<p>C8a. Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc)</p>	<p>C8b. Student Support Division staff provide ongoing professional learning and support for staff to meet the needs of special education students in the ASES after school program. This includes administrative and paraprofessional support to increase inclusion services for all students. ASES staff work closely with SPED staff to make accommodations and support special education students with their specific needs.</p>	<p>0000 Campus Supervision Salaries and Benefits 2000-2999: Classified Personnel Salaries Base \$511,771</p>	<p>0000 Campus Supervision Salaries and Benefits 2000-2999: Classified Personnel Salaries Base \$611,764</p>
<p>C8b. Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program.</p>	<p>C8c. Teachers provided anti-bullying, cyber safety, and digital citizenship lessons for students K-12.</p>	<p>1100 Campus Supervision Salaries and Benefits 2000-2999: Classified Personnel Salaries Lottery \$665,802</p>	<p>1100 Campus Supervision Salaries and Benefits 2000-2999: Classified Personnel Salaries Lottery \$701,908</p>
<p>C8c. Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety.</p>	<p>C8c. Teachers provided anti-bullying, cyber safety, and digital citizenship lessons for students K-12.</p>	<p>1100 School Resource Officer 2000-2999: Classified Personnel Salaries Lottery \$123,000</p>	<p>1100 School Resource Officer 2000-2999: Classified Personnel Salaries Lottery \$101,000</p>
<p>C8d. Provide opportunities for CUSD Foster Youth to engage with other Foster Youth in the county for support, relationship-building, networking, and to increase their knowledge of navigating the educational system as it pertains to Foster Youth (i.e., California Youth</p>	<p>C8d. FY Liaison continues to encourage youth to get involved in area events for foster youth. She will be attending the 2nd Annual Foster Youth Educational Summit</p>	<p>0000-8821 School Resource Officer 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$400,000</p>	<p>0000-8821 School Resource Officer 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$460,000</p>
		<p>6010 ASES Salaries and Benefits, Books and Supplies, Services/Operating 0000-8000 After School Education and Safety (ASES) \$1,710,711</p>	<p>6010 ASES Salaries and Benefits, Books and Supplies, Services/Operating 0000-8000 After School Education and Safety (ASES) \$1,710,311</p>

Connection (CYC), Foster Youth Education Summit).

C8e. Continue to support Foster Youth interested in attending co-curricular activities. Engage foster Youth in extra and co-curricular activities to develop and nurture relationships with others, increase college awareness and career exploration, and create a positive outlook into their future (i.e., field trips, extension learning programs at CSU Stanislaus).

C8f. Provide professional learning for staff to develop empathy and understanding of foster youth unique background and experiences to better serve Foster Youth.

C8g. Provide additional campus supervision to lower staff to student ratio, increasing positive connections and nurturing relationships between adults and students.

C8h. Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart).

C8i. Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the

in June and taking several students from Ceres Unified.

C8e. Site administration and the Foster Youth Community Liaison actively seek out Foster Youth to ensure there are no barriers to their participation in extra-curricular and co-curricular activities.

C8f. On-going professional learning is provided to district staff on understanding trauma and strategies to support students from trauma, including foster youth specifically. Trainings are conducted during district professional days and the Ceres Summer Institute.

C8g. Based on individual site needs assessments, additional campus supervision was provided at the junior high campus, supported through increased site allocations. These staff were utilized to supervise and engage students in intramural sports, clubs, and games during lunch.

C8h. Professional learning was provided for staff on positive behavior strategies and working with students through the Nurtured Heart and Positive Behavior and Intervention Strategies approach. The focus of these approaches are on recognizing and developing strengths in students and decreasing behaviors which interfere with learning.

0000-8827 MTSS/PBIS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,000

students' and families' perspectives.

C8j. Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, and programs (e.g. Red Ribbon week, Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility).

C8k. Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses

C8l. Provide additional school resource officers and other safety measures to increase safety, coordination of services with local law enforcement, and positive role models for students.

C8m. Increase or maintain the K-8 After School Education and Safety program to allow participation in enrichment activities in a safe learning environment. Provide training for ASES staff in ways to address LCAP goals for increasing school connectedness.

C8n. Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games,

C8i. Site administration and Student Support Services staff have provided professional learning for staff in developing positive relationships with students, taking the students' unique learning needs and perspectives into consideration when planning and delivering lessons and also when interacting with students outside of instruction.

C8j. The Student Support Services division facilitates transition activities between grade levels and academic programs. These transition activities include the opportunity for students to visit classrooms and campuses they will attend in the next school year. Students also participate in activities and programs designed to support student self-image and understanding of others.

C8k. Students have opportunities within extra-curricular clubs to participate in community service activities.

C8l. A total of four (4) school resource officers were contracted to CUSD schools to provide services for school sites. Resource officers are based at the high schools and junior high schools, but also provide service to all K-12 schools.

C8m. Professional learning was provided for ASES staff on



homework assistance, educational field trips, and presentations and events from community based programs.

meeting the LCAP goals for increasing school connectedness. ASES staff participate in a 3 day training before school starts and the focus is on site logistics, emergency procedures, 12 Tools, Nurtured Heart, and classroom management procedures. All new ASES staff members are put through an orientation to ensure they are aware of procedures and policies. There are also 3 additional trainings for all ASES rec leaders throughout the course of the year. Supervisors attended monthly meetings with the ASES AA's and the program Coordinator. Site visits are also conducted by the ASES AA's and site administration and specific site PD is conducted based on the feedback from the visit.

C8n. Additional ASES recreational leaders and administrative assistants were hired increasing services for students, including the development of intramural sports teams at all elementary schools and junior highs. ASES sites provide all students with at least 45 minutes of instruction time and enrichment time each day. Additionally, ASES staff collaborate with community agencies to provide additional enrichment activities with students over the course of the year.

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C9 Evidence of healthy decision making and citizenship.</p> <p>C9a. Learning Directors, Assistant Principals, and Administrative Assistants will actively gather, analyze, and monitor student recognition and discipline data for students in every student group; ensure proportionate recognition and discipline for student groups.</p> <p>C9b. Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students.</p> <p>C9c. Continue to develop and implement systems of support and instruction regarding healthy decision making and the negative consequences related to fighting, alcohol and drug use.</p> <p>Note: C9 actions and services are also represented in A4 Increased Site Allocation, B2 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, and B9 Mental Health Services</p>	<p>C9a. Learning Directors, Assistant Principals, and Administrative Assistants actively gather and monitor student performance data, providing recognitions and additional supports as needed. All data is disaggregated by student group.</p> <p>C9b. Staff received professional learning regarding the unique educational needs and challenges faced by high needs students. Additional supports are available for staff in this area through the mental health and counseling services.</p> <p>C9c. Parent and student workshops were offered to increase awareness and teach healthy decision making to students and families.</p>	<p>5000-5999: Services And Other Operating Expenditures \$0</p>	<p>5000-5999: Services And Other Operating Expenditures \$0</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.

The actions and services in support of goal C, Family and Student Engagement implemented in 2018-2019 included: increased family engagement; increased input from families regarding school decision-making; increased educational programs, designed for families, to support student achievement; increased attendance; decreased dropout and increased graduation rates; increased school participation and percentage of positive survey ratings; and decreased suspensions and expulsions

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

Metrics indicate that family satisfaction with K-6 schools dropped to 91.3%, but satisfaction with 7-12 schools increased. Ensuring increased numbers of families complete satisfaction surveys continues to be a priority as this year's data may not be reliable give the smaller number of surveys collected. In an effort to increase the number collected, Safe & Civil Schools surveys were administered exclusively digitally this year; however, the results were poor. The number of Elementary surveys collected was 850, compared with 2,736 in 2017-18, and the number of Secondary surveys collected was 522, compared to 856 in 2017-18. A mixture of digital and hard copy surveys will be administered next year to boost the response rate. Participation in school governance programs remains strong and the number of programs designed for families to support achievement remains high and steady.

Attendance remains strong at above 95%, and truancy rates declined from last year, as did Pre-SARB and SARB numbers. Schools are focusing on chronic absenteeism and working with families to decrease absences even further. Retention and initial identification of students for special education continue to decline significantly, an indication that the district's focus on providing timely and strategic intervention appears to be making a positive impact. District graduation rates decreased slightly, although the rates at the comprehensive school sites maintained according to California School Dashboard data. Student participation rates in clubs and activities increased significantly this year.

The district administered a different school climate survey than in previous years, but the rates from students again reflect a decrease in satisfaction; this indicates that there is a strong need to focus on ensuring students feel connections to adults on campus and that they feel supported. Suspension rates decreased from 2016-17 to 2017-18, although the data is somewhat antiquated. Year to date data indicates another suspension rate decrease is coming at the end of 2018-19. A continued focus on Positive Behavior Interventions and Supports needs to be maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

No changes have been made to the goal, outcomes, metrics, actions or services.

# 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?

Members of LCAP stakeholder groups were actively involved and consulted in the evaluation of the 2018-2019 LCAP and in the development of the 2019-2020 Ceres Unified Local Control Accountability Plan. These groups included representatives from all numerically significant district subpopulations.

Specific CUSD LCAP Stakeholder groups include:

- Student representatives from high schools and junior highs (Argus/Endeavor: 3/12/19; Central Valley HS: 1/18/19; Ceres HS: 1/16/19; Blaker-Kinser: 1/17/19; Cesar Chavez: 3/8/19; Mae Hensley: 1/30/19)
- Parent Advisory (11/7/18, 1/10/19, 3/7/19)
- District Advisory/District English Learner Advisory Committee (10/24/18, 1/31/19, 3/20/19)
- Community, including representatives from local business, service clubs, foster youth and English learner advocates, and city leaders (11/6/18, 1/9/19, 3/13/19)
- Classified Staff, including staff from each school who work with students and families (11/8/18, 1/17/19, 3/19/19)
- Certificated Staff, including staff from each school (10/30/18, 1/10/19, 3/26/19)
- Ceres Unified Teachers' Association (3/20/19)
- Ceres Classified School Employees Association (Association representatives chose to forego a consult regarding the LCAP because they felt they had input via Classified Staff stakeholder group referenced above)
- Executive Council, including district leaders and principals from each school. (2/12/19)

Meeting 1: Held in October and November with each of the Stakeholder groups. Review of LCFF and LCAP regulations and the importance of stakeholder feedback. Presentation of the major areas of implementation for the 2018-2019 Local Control Accountability Plan, including budgeted funds and expenditures.

Meeting 2: Held in January and February with each of the Stakeholder groups. Presentation of data relative to each of the goals' outcomes, metrics, and results for the 2018-2019 LCAP to date, including Fall 2018 Dashboard indicator results. Stakeholders provided verbal and written feedback regarding areas of strength, what should be continued, and what should be increased or improved.

Meeting 3: Held in March and April with each of the Stakeholder groups. Presentation of the proposed changes to the 2019-2020 Local Control Accountability Plan was completed with each stakeholder group in March and April. Online forms were provided for additional feedback and suggestions.

## Impact on LCAP and Annual Update

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

Participants in stakeholder groups included individuals who participated in the 2018-2019 LCAP development process as well as individuals new to the process. Each meeting included a recap of the purpose of LCFF funding and the role the Local Control Accountability Plan plays in guiding decision making relative to actions and services designed to meet the eight state priorities and ways to increase and improve services for students.

The Local Control Accountability Plan input from each of the stakeholder groups was positive. Participants provided feedback regarding areas of strength and actions and services which should be continued for each of the plan goals as well as areas for growth and recommendations for additional actions and services. A summary of the specific feedback was provided via a letter from the superintendent to all stakeholder groups.

As a result of stakeholder input and analysis of district and school data, current LCAP actions and services will be continued.

Analysis of data for student groups and feedback from stakeholders indicates an increased need for support of all students, ensuring that a focus on the whole-child is maintained. The district will continue to build a Multi-Tiered System of Support (MTSS) that targets the academic, behavioral, and social-emotional needs of all students. Analysis of data for student groups and feedback from stakeholders indicates a need to focus on improving outcomes for students with disabilities, foster, and homeless youth and for a districtwide focus on chronic absenteeism.

There is also an increased need for continued support of English learners. Next year's focus areas will include additional English Language Development (ELD) curriculum training at elementary schools as well as strategic restructuring of ELD courses for junior high and high school students, with an emphasis on supporting long-term English learners. A summer bridge program is being developed for English learners transitioning to junior high and high school.

The district will focus on increasing graduation rates and improving college and career readiness by providing additional opportunities for credit recovery at the high school level, implementing the California College Guidance Initiative (CCGI) in grades 6-12, and providing financial literacy education for 12th graders.

Improving academic outcomes in English language arts and mathematics will remain a focus of the district. Funding for academic intervention staff will continue. An instructional coach will be added to work on building early literacy for elementary school students.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal A

Provide excellent and equitable Conditions of Learning for each student through effective instruction within learning environments in good repair.

### 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 7: Course Access (Conditions of Learning)

Local Priorities:     Ceres Unified Strategic Plan, Local Educational Agency Plan, Ceres Unified Technology Plan

### Identified Need:

1. Highly Qualified Instructional Staff
2. Adoptions aligned with California standards
3. Maintain facility conditions with aging campuses
4. K-12 implementation of California standards, including English Language Development (ELD) Standards
5. Expansion of school day 9-12; Advanced Placement enrollment 9-12; Career Technical Education enrollment 7-12; arts and music K-6

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A1 A2. Highly qualified percentage; degree to which teachers are assigned, degree to which teachers are fully	Highly Qualified Staff: 2016-2017: 96.0% 2017-2018: 99.0% 2018-2019: 100%	Highly Qualified Staff: 95% or higher	Highly Qualified Staff: 95% or higher	Highly Qualified Staff: 95% or higher



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>credentialed, Ceres Certification of Direct Instruction certification rates</p>	<p>Degree to Which Teachers are Appropriately Assigned: 2016-2017: 97.0% 2017-2018: 99.0% 2018-2019: 99.0%</p> <p>Degree to Which Teachers are Fully Credentialed for Subject: 2016-2017: 95.0% 2017-2018: 95.0% 2018-2019: 94.0%</p> <p>CCDI Certification: 2016-2017: 37% 2017-2018: 34% 2018-2019: 28%</p>	<p>Degree to Which Teachers are Appropriately Assigned: 95% or higher</p> <p>Degree to Which Teachers are Fully Credentialed for Subject: 95% or higher</p> <p>CCDI Certification: 40% or higher</p>	<p>Degree to Which Teachers are Appropriately Assigned: 95% or higher</p> <p>Degree to Which Teachers are Fully Credentialed for Subject: 95% or higher</p> <p>CCDI Certification: 40% or higher</p>	<p>Degree to Which Teachers are Appropriately Assigned: 95% or higher</p> <p>Degree to Which Teachers are Fully Credentialed for Subject: 95% or higher</p> <p>CCDI Certification: 40% or higher</p>
<p>A3 A4. Instructional materials inventory; Employee Technology Satisfaction Survey</p>	<p>Staff implemented the adoption of K-12 mathematics, 1:World devices and also piloted and adopted K-12 English Language Arts and English Language Development instructional materials. 2017-2018: New implementation of K-12 ELA/ELD, continued implementation of math and 1:World devices. Adopted and purchased new History/Social Studies materials.</p>	<p>Implement Mathematics, ELA/ELD Adoptions, and 1:World devices.</p> <p>Prepare for History/social Studies Adoption</p> <p>Maintain satisfaction at 4.0 or higher</p>	<p>Implement Mathematics, ELA/ELD, History/Social Studies adoptions and 1:World devices.</p> <p>Pilot and adopt for NGSS</p> <p>Maintain satisfaction at 4.0 or higher</p>	<p>Implement Mathematics, ELA/ELD, History/Social Studies and K-8 Science Adoptions, and 1:World devices.</p> <p>Pilot and adopt for 9-12 NGSS</p> <p>Maintain satisfaction at 4.0 or higher</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2018-2019: K-12 staff implemented new instructional materials for History/Social Studies. Staff continued the implementation of K-12 English Language Arts/English Language Development, mathematics, and 1:World devices. Staff piloted and adopted instructional materials for K-8 science. The decision was made to pilot and adopt 9-12 science in 2019-20.</p> <p>Technology Satisfaction Survey:            2016-2017: 4.3 out of 5.0            2017-2018: 4.35 out of 5.0            2018-2019: 4.39 out of 5.0</p>			
<p>A5 A6. Facility Site Visit Protocol; Facility Satisfaction Survey</p>	<p>2016-2017 Facility Site Visit Protocol: 19 of the 20 Ceres Unified school campuses received Great (9) or Exemplary (10) on the CUSD facility rating.            2017-2018: 19 of 20 schools scored a 9 or 10</p>	<p>Maintain ratings of 9 or 10 at all schools</p> <p>Maintain satisfaction at 4.0 or higher</p>	<p>Maintain ratings of 9 or 10 at all schools</p> <p>Maintain satisfaction at 4.0 or higher</p>	<p>Maintain ratings of 9 or 10 at all schools</p> <p>Maintain satisfaction at 4.0 or higher</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2018-2019: 19 of 20 schools scored a 9 or 10</p> <p>Facility Satisfaction Survey:            2016-2017: 4.28 out of 5.0            2017-2018: 4.36 out of 5.0            2018-2019: 4.28 out of 5.0</p>			
<p>A7 A8. Instructional Norms Visits; Classroom Walk Throughs</p>	<p>Deeper and more effective implementation of the standards and instructional practices as observed through formal and informal classroom observations</p> <p>2017-2018: Standards implementation was monitored through classroom walkthroughs and site visits using the CUSD instructional design and delivery norms. Monitoring indicated that teachers are making continued growth in implementing the standards effectively.</p> <p>2018-2019: Standards implementation was monitored through classroom walkthroughs and site visits using the</p>	<p>Deeper and more effective implementation of the standards and instructional practices as observed through formal and informal classroom observations</p>	<p>Deeper and more effective implementation of the standards and instructional practices as observed through formal and informal classroom observations</p>	<p>Deeper and more effective implementation of the standards and instructional practices as observed through formal and informal classroom observations</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>CUSD instructional design and delivery norms. Monitoring indicated that teachers and teacher teams continue to grow in their effective implementation of the standards.</p>			
<p>A9 A10. Master Schedule of Courses and Enrollment; UC/CSU a-g completion rate; Arts and Music schedule</p>	<p>Expansion of course offerings:            2016-2017: 10            2017-2018: 9 "zero" periods            2018-2019: 12 "zero" periods</p> <p>K-6 Art Lessons:            2016-2017: 1,782            2017-2018: 1,470            2018-2019: 1,465</p> <p>K-6 Music Lessons:            2016-2017: 1,737            2017-2018: 1,900            2018-2019: 1,604</p> <p>AP Enrollment:            2016-2017: 1,459            2017-2018: 1,488            2018-2019: 1,482</p> <p>CTE Enrollment:            2016-2017: 34.0%            2017-2018: 39.0%            2018-2019: 41.4%</p>	<p>Maintain zero periods, art and music lessons at current levels</p> <p>Increase AP and CTE enrollment in line with percentage increases in overall school enrollment</p> <p>Increase UC/CSU a-g completion by 5%</p>	<p>Maintain zero periods, art and music lessons at current levels.</p> <p>Increase AP and CTE enrollment in line with percentage increases in overall school enrollment</p> <p>Increase UC/CSU a-g completion by 5%</p>	<p>Maintain zero periods, art and music lessons at current levels</p> <p>Increase AP and CTE enrollment in line with percentage increases in overall school enrollment</p> <p>Increase UC/CSU a-g completion by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	UC/CSU a-g Completion: 2015-2016: 39.9% 2016-2017: 41.6% 2017-2018: 45.1%			

## 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

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

A1 Fully credentialed, highly qualified teachers and instructional staff

2018-19 Actions/Services

A1 Fully credentialed, highly qualified teachers and instructional staff

2019-20 Actions/Services

A1 Fully credentialed, highly qualified teachers and instructional staff

A1a. Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff.

A1b. Balance placement of staff, by experience and skill level, at and within sites to ensure there are no inequities in low-income and minority students being taught by ineffective, inexperienced, or out-of-field teachers. Review and audit each site for quality evaluation of employees.

A1c. Monitor instruction and ensure ongoing instructional effectiveness for all staff.

A1d. Implement a survey of professional learning needs and effectiveness. Use data to evaluate effectiveness and to inform development of future professional learning.

A1a. Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff.

A1b. Balance placement of staff, by experience and skill level, at and within sites to ensure there are no inequities in low-income and minority students being taught by ineffective, inexperienced, or out-of-field teachers. Review and audit each site for quality evaluation of employees.

A1c. Monitor instruction and ensure ongoing instructional effectiveness for all staff.

A1d. Continue to collect feedback to identify professional learning needs and effectiveness. Use data to evaluate and inform development of future professional learning.

A1a. Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff.

A1b. Balance placement of staff, by experience and skill level, at and within sites to ensure there are no inequities in low-income and minority students being taught by ineffective, inexperienced, or out-of-field teachers. Review and audit each site for quality evaluation of employees.

A1c. Monitor instruction and ensure ongoing instructional effectiveness for all staff.

A1d. Continue to collect feedback to identify professional learning needs and effectiveness. Use data to evaluate and inform development of future professional learning.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$34,622,416	\$38,335,196	\$39,067,793
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0000 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Teacher Salaries and Benefits

Amount	\$17,323,888	\$17,481,446	\$17,940,334
Source	Education Protection Account	Education Protection Account	Education Protection Account
Budget Reference	1000-1999: Certificated Personnel Salaries 1400 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 1400 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 1400 Teacher Salaries and Benefits
Amount	\$6,855,387	\$6,568,063	\$6,713,987
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries 6500 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6500 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6500 Teacher Salaries and Benefits
Amount	\$678,173	\$693,196	\$1,260,046
Source	Preschool	Preschool	Preschool
Budget Reference	1000-1999: Certificated Personnel Salaries 6105 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6105 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6105 Teacher Salaries and Benefits
Amount	\$604,566	\$584,260	\$7,806
Source	Head Start	Head Start	Head Start
Budget Reference	1000-1999: Certificated Personnel Salaries 9011, 9012, 9071, 9072 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 9011, 9012, 9071, 9072 Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 9011, 9012, 9071, 9072 Teacher Salaries and Benefits

## 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

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**

A2 Fully credentialed, highly qualified teachers and instructional staff

A2a. Maintain additional Personnel/Payroll staff to support additional hiring for LCAP related actions and services.

A2b. Maintain reduced class size below the lower of the contractually negotiated class size (4-12) or state required class size for class size reduction (K-3).

A2c. Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher induction program. Provide Mentors for teachers in induction and peer coaches for teachers in an intern program will be provided.

**2018-19 Actions/Services**

A2 Fully credentialed, highly qualified teachers and instructional staff

A2a. Maintain additional Personnel/Payroll staff to support additional hiring for LCAP related actions and services.

A2b. Maintain reduced class size below the lower of the contractually negotiated class size (4-12) or state required class size for class size reduction (K-3).

A2c. Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher induction program. Mentors for teachers in induction and peer coaches for teachers in an intern program will be provided.

**2019-20 Actions/Services**

A2 Fully credentialed, highly qualified teachers and instructional staff

A2a. Maintain additional Personnel/Payroll staff to support additional hiring for LCAP related actions and services.

A2b. Maintain reduced class size below the lower of the contractually negotiated class size (4-12) or state required class size for class size reduction (K-3).

A2c. Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher induction program. Mentors for teachers in induction and peer coaches for teachers in an intern program will be provided.



A2d. Support administrators in earning the Clear Administrative credential through the Administrator Induction program.

A2e. Maintain increased number and hire two additional instructional coaches to provide and support research-based professional learning and to support instructional effectiveness for staff.

A2f. Provide stipends for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI recertification, Google certification).

A2g. Provide professional learning through the Leadership Academy for classified and certificated staff to increase knowledge and capacity for distributed leadership.

A2h. Collaborate with California State University, Stanislaus Teacher Education faculty to increase coherence between undergraduate, student teaching and induction preparation programs.

A2i. Provide professional learning “boot camps” for student teachers to introduce them to Ceres Norms and Expectations.

A2d. Support administrators in earning the Clear Administrative credential through the Administrator Induction program.

A2e. Maintain increased number and hire one additional instructional coach to support research-based professional learning and instructional effectiveness for staff, specifically focusing on the implementation of Next Generation Science Standards.

A2f. Provide stipends for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI recertification, Google certification).

A2g. Provide professional learning through the Leadership Academy for classified and certificated staff to increase knowledge and capacity for distributed leadership.

A2h. Collaborate with California State University, Stanislaus Teacher Education faculty to increase coherence between undergraduate, student teaching and induction preparation programs.

A2i. Provide professional learning “boot camps” for student teachers to introduce them to Ceres Norms and Expectations.

A2d. Support administrators in earning the Clear Administrative credential through the Administrator Induction program.

A2e. Hire one additional instructional coach to support research-based professional learning and instructional effectiveness for staff, specifically focusing on K-6 literacy.

A2f. Provide stipends for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI recertification, Google certification).

A2g. Provide professional learning through the Leadership Academy for classified and certificated staff to increase knowledge and capacity for distributed leadership.

A2h. Collaborate with California State University, Stanislaus Teacher Education faculty to increase coherence between undergraduate, student teaching and induction preparation programs.

A2i. Provide professional learning “boot camps” for student teachers to introduce them to Ceres Norms and Expectations.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,839,608	\$1,407,171	\$1,413,477
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8201, 8202 Additional Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201, 8202 Additional Teacher Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201, 8202 Additional Teacher Salaries and Benefits
Amount	\$218,697	\$233,327	\$279,314
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8310/8410 payroll/personnel clerk	2000-2999: Classified Personnel Salaries 0000-8310/8410 payroll/personnel clerk	2000-2999: Classified Personnel Salaries 0000-8310/8410 payroll/personnel clerk
Amount	\$800,000	\$760,000	\$773,651
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8519 Induction	0000-8000 0000-8519 Induction	0000-8000 0000-8519 Induction
Amount	\$372,932	\$354,830	\$478,006
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3010 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 3010 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 3010 Instructional Coach Salaries and Benefits
Amount	\$85,467	\$398,495	\$368,744
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries 4035 Instructional Coach Salaries and Benefits Leadership Academy Costs	1000-1999: Certificated Personnel Salaries 4035 Instructional Coach Salaries and Benefits Leadership Academy Costs	1000-1999: Certificated Personnel Salaries 4035 Instructional Coach Salaries and Benefits Leadership Academy Costs

Amount	\$796,389	\$607,591	\$730,143
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8538 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8538 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8538 Instructional Coach Salaries and Benefits
Amount	\$407,248	\$340,129	\$423,741
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 4203 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4203 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4203 Instructional Coach Salaries and Benefits
Amount	\$100,000	\$100,000	\$90,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8539 Certifications	1000-1999: Certificated Personnel Salaries 0000-8539 Certifications	1000-1999: Certificated Personnel Salaries 0000-8539 Certifications

### Action 3

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

**Students to be Served:**

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

All

**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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

A3 Standards-aligned instructional materials, including educational technology

A3a. Evaluate and adopt or approve instructional materials in line with standards-based instruction.

A3b. Provide non-Internet dependent digital access to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.

2018-19 Actions/Services

A3 Standards-aligned instructional materials, including educational technology

A3a. Evaluate and adopt or approve instructional materials in line with standards-based instruction.

A3b. Provide non-Internet dependent digital access to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.

2019-20 Actions/Services

A3 Standards-aligned instructional materials, including educational technology

A3a. Evaluate and adopt or approve instructional materials in line with standards-based instruction.

A3b. Provide non-Internet dependent digital access to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,250,000	\$326,775	\$1,310,000
Source	Instruction Materials	Instruction Materials	Instruction Materials
Budget Reference	4000-4999: Books And Supplies 0617 Instructional Materials	4000-4999: Books And Supplies 0617 Instructional Materials	4000-4999: Books And Supplies 0617 Instructional Materials
Amount	\$921,262	\$798,629	\$1,047,871
Source	Restricted Lottery	Restricted Lottery	Restricted Lottery
Budget Reference	4000-4999: Books And Supplies 6300 Instructional Supplies and Printing	4000-4999: Books And Supplies 6300 Instructional Supplies and Printing	4000-4999: Books And Supplies 6300 Instructional Supplies and Printing

**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)

[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

A4 Standards-aligned instructional materials, including educational technology

A4a. Purchase supplemental standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education).

A4b. Provide increased site budgets to support instruction based on academic standards and career readiness to include site-based:

- Purchase of supplemental standards-aligned instructional materials

## 2018-19 Actions/Services

A4 Standards-aligned instructional materials, including educational technology

A4a. Purchase supplemental standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education).

A4b. Provide increased site budgets to support instruction based on academic standards and career readiness to:

- Purchase of supplemental standards-aligned instructional materials

## 2019-20 Actions/Services

A4 Standards-aligned instructional materials, including educational technology

A4a. Purchase supplemental standards-aligned instructional materials, including technology-based subscriptions and applications.

A4b. Provide increased site budgets to support instruction based on academic standards and career readiness to:

- Purchase of supplemental standards-aligned instructional materials

- Purchase of instructional supplies (copies, manipulatives, etc.)
- Site-based professional learning time to plan, create and share standards-based lessons, including education technology and standards-aligned instructional materials.

A4c. Provide additional professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. Include summer school and after school teachers and support staff in professional learning provided to all staff.

A4d. Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials.

A4e. Expand and improve technology infrastructure to improve communication systems and 1:World implementation. Upgrade systems on campus and provide Internet access on buses.

A4f. Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed.

A4g. Increase student access to technology, research, and instructional

- Purchase of instructional supplies (copies, manipulatives, etc.)
- Provide professional learning time to plan, create and share standards-based lessons, including education technology and standards-aligned instructional materials.

A4c. Provide additional professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. Include summer school and after school teachers and support staff in professional learning.

A4d. Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials.

A4e. Expand and improve technology infrastructure to improve communication systems and 1:World implementation. Upgrade systems on campus and provide Internet access on buses.

A4f. Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed.

A4g. Increase student access to technology, research, and instructional resources outside of the school day

- Purchase of instructional supplies (copies, manipulatives, etc.)
- Provide professional learning time to plan, create and share standards-based lessons, including education technology and standards-aligned instructional materials.

A4c. Provide additional professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. Include summer school and after school teachers and support staff in professional learning.

A4d. Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials.

A4e. Expand and improve technology infrastructure to improve communication systems and 1:World implementation. Upgrade systems on campus and provide Internet access on buses.

A4f. Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed.

A4g. Increase student access to technology, research, and instructional resources outside of the school day

resources outside of the school day through expanded library time and staff. Administrators will work with library staff to create effective school library programs to support student learning, interests, and development.

through expanded library time and staff. Administrators will work with library staff to create effective school library programs to support student learning, interests, and development.

through expanded library time and staff. Administrators will work with library staff to create effective school library programs to support student learning, interests, and development.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,425,000	\$500,000	\$500,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 0000-8536 Instructional Materials	4000-4999: Books And Supplies 0000-8536 Instructional Materials	4000-4999: Books And Supplies 0000-8536 Instructional Materials
Amount	\$5,539,171	\$5,723,006	\$6,155,324
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8531, 8532 Increased Site Allocation	0000-8000 0000-8531, 8532 Increased Site Allocation	0000-8000 0000-8531, 8532 Increased Site Allocation
Amount	\$2,914,966	\$3,100,000	\$3,099,690
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 0000-8430 Student Technology Devices	4000-4999: Books And Supplies 0000-8430 Student Technology Devices	4000-4999: Books And Supplies 0000-8430 Student Technology Devices
Amount	\$1,185,034	\$1,310,909	\$1,447,481
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8429 Technology Additional Staff Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8429 Technology Additional Staff Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8429 Technology Additional Staff Salaries and Benefits

Amount	\$934,844	\$956,901	\$1,011,873
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0000 Library Staff Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Library Staff Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Library Staff Salaries and Benefits
Amount	\$0	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries 3010 Library Staff Salaries and Benefits	2000-2999: Classified Personnel Salaries 3010 Library Staff Salaries and Benefits	2000-2999: Classified Personnel Salaries 3010 Library Staff Salaries and Benefits
Amount	\$255,977	\$259,975	\$287,244
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8504 Additional Library Staff Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8504 Additional Library Staff Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8504 Additional Library Staff Salaries and Benefits

## Action 5

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

### Students to be Served:

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

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

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

A5 Learning environments with facilities in good repair

A5a. Conduct routine repair and maintenance; conduct site facility visits and provide written feedback to principals and head custodians.

A5 Learning environments with facilities in good repair

A5a. Conduct routine repair and maintenance; conduct site facility visits and provide written feedback to principals and head custodians.

A5 Learning environments with facilities in good repair

A5a. Conduct routine repair and maintenance; conduct site facility visits and provide written feedback to principals and head custodians.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,104,168	\$1,163,617	\$1,216,942
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000 Salaries and Benefits, Supplies, Outside Services	5000-5999: Services And Other Operating Expenditures 0000 Salaries and Benefits, Supplies, Outside Services	5000-5999: Services And Other Operating Expenditures 0000 Salaries and Benefits, Supplies, Outside Services
Amount	\$5,253,516	\$5,931,614	\$5,442,099
Source	Other	Other	Other
Budget Reference	0000-8000 0000-8150 Salaries and Benefits, Supplies, Outside Services, Capital Outlay	0000-8000 0000-8150 Salaries and Benefits, Supplies, Outside Services, Capital Outlay	0000-8000 0000-8150 Salaries and Benefits, Supplies, Outside Services, Capital Outlay

**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))

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

A6 Learning environments with facilities in good repair  
  
A6a. Conduct repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades) and facility upgrades that improve school climate or student connectedness above base requirements

**2018-19 Actions/Services**

A6 Learning environments with facilities in good repair  
  
A6a. Conduct repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades) and facility upgrades that improve school climate or student connectedness above base requirements

**2019-20 Actions/Services**

A6 Learning environments with facilities in good repair  
  
A6a. Conduct repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades) and facility upgrades that improve school climate or student connectedness above base requirements

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,225,000	\$1,500,000	\$1,500,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000-8776 Maintenance	5000-5999: Services And Other Operating Expenditures 0000-8776 Maintenance	5000-5999: Services And Other Operating Expenditures 0000-8776 Maintenance

## Action 7

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

### Students to be Served:

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

All

### 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

2017-18 Actions/Services

A7 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A7a. Monitor instruction through formal and informal Instructional Norms visits at each school as well as regular classroom

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

Unchanged Action

2018-19 Actions/Services

A7 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A7a. Monitor instruction through formal and informal Instructional Norms visits at each school as well as regular classroom

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

Unchanged Action

2019-20 Actions/Services

A7 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A7a. Monitor instruction through formal and informal Instructional Norms visits at each school as well as regular classroom

visits and feedback, using the research-based CUSD Instructional Design and Delivery norms.

visits and feedback, using the research-based CUSD Instructional Design and Delivery norms.

visits and feedback, using the research-based CUSD Instructional Design and Delivery norms.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,362,936	\$3,298,934	\$3,457,016
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0000 Principal Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Principal Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Principal Salaries and Benefits

**Action 8**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

## 2017-18 Actions/Services

A8 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A8a. Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons, including all content area standards, including ELD Standards through Integrated and Designated English Language Development.

A8b. Provide professional learning time on standards-aligned materials for all teachers providing English Language Development instruction, including summer school and after school program teachers.

A8c. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students.

- Ceres Summer Institute
- Additional Instructional and Professional Development days
- Collaboration time, outside of the instructional day, for grade and

## 2018-19 Actions/Services

A8 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A8a. Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons, including all content area standards, including ELD Standards through Integrated and Designated English Language Development.

A8b. Provide professional learning time on standards-aligned materials for all teachers providing English Language Development instruction, including summer school and after school program teachers.

A8c. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students.

- Ceres Summer Institute
- Additional Instructional and Professional Development days
- Collaboration time, outside of the instructional day, for grade and

## 2019-20 Actions/Services

A8 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A8a. Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons, including all content area standards, including ELD Standards through Integrated and Designated English Language Development.

A8b. Provide professional learning time on standards-aligned materials for all teachers providing English Language Development instruction, including summer school and after school program teachers.

A8c. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students.

- Ceres Summer Institute
- Additional Instructional and Professional Development days
- Collaboration time, outside of the instructional day, for grade and

subject level teams to create and share, standards-based lessons.

A8d. Develop, implement, and refine K-12 standards maps in the areas of mathematics, English Language Arts/English Language Development, Science and Social Studies to provide a guaranteed, viable curriculum for all students.

subject level teams to create and share, standards-based lessons.

A8d. Develop, implement, and refine K-12 standards maps in the areas of mathematics, English Language Arts/English Language Development, Science and Social Studies to provide a guaranteed, viable curriculum for all students.

subject level teams to create and share, standards-based lessons.

A8d. Develop, implement, and refine K-12 standards maps in the areas of mathematics, English Language Arts/English Language Development, Science and Social Studies to provide a guaranteed, viable curriculum for all students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$670,750	\$732,569	\$918,186
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8210 Two Additional Teacher Professional Learning Days:	1000-1999: Certificated Personnel Salaries 0000-8210 Two Additional Teacher Professional Learning Days:	1000-1999: Certificated Personnel Salaries 0000-8210 Two Additional Teacher Professional Learning Days:

**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)

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

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

A9 Access to a broad course of study

A9a. Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes.

A9b. For students in special education, maximize opportunities to be placed in the Least Restrictive Environment within the Individualized Education Plan.

A9c. Research and develop an Inclusion model to increase access to general education courses for students.

A9d. Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation.

- Prioritize Special Education placement and counseling.

A9e. Provide K-6 specifically planned instruction during designated Differentiated Instruction Time based on unique student need (GATE/challenge, Intervention, Designated ELD, etc) to extend learning and/or to provide

2018-19 Actions/Services

A9 Access to a broad course of study

A9a. Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes.

A9b. For students in special education, maximize opportunities to be placed in the Least Restrictive Environment within the Individualized Education Plan.

A9c. Research and develop an Inclusion model to increase access to general education courses for students.

A9d. Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation.

- Prioritize Special Education placement and counseling.

A9e. During the instructional day, provide strategically planned intervention and extended learning opportunities based on unique student need.

A9f. Provide Career Technical Education classes through course offerings and

2019-20 Actions/Services

A9 Access to a broad course of study

A9a. Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes.

A9b. For students in special education, maximize opportunities to be placed in the Least Restrictive Environment within the Individualized Education Plan.

A9c. Research and develop an Inclusion model to increase access to general education courses for students.

A9d. Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation.

- Prioritize Special Education placement and counseling.

A9e. During the instructional day, provide strategically planned intervention and extended learning opportunities based on unique student need.

A9f. Provide Career Technical Education classes through course offerings and

intervention based on identified student need.  A9f. Provide Career Technical Education classes through course offerings and instructional materials, including active counseling and balloting.	instructional materials, including active counseling and balloting.	instructional materials, including active counseling and balloting.
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$676,947	\$700,281	\$755,481
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries 6500-Special Education District Office Director and Program Specialist Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6500-Special Education District Office Director and Program Specialist Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6500-Special Education District Office Director and Program Specialist Salaries and Benefits
Amount	\$476,299	\$253,842	\$235,830
Source	Other	Other	Other
Budget Reference	4000-4999: Books And Supplies Career Technical Materials and Supplies not included in Targeted Resources, 3550,6382,6385,6386,7010,9382,9383	4000-4999: Books And Supplies Career Technical Materials and Supplies not included in Targeted Resources, 3550,6382,6385,6386,7010,9382,9383	4000-4999: Books And Supplies Career Technical Materials and Supplies not included in Targeted Resources, 3550,6382,6385,6386,7010,9382,9383

**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)

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

A10 Access to a broad course of study

A10a. Utilize non-verbal testing protocols for the identification of elementary Gifted and Talented students. Assess all students in third grade and students in grades four through six on a referral basis.

A10b. Provide increased course access and credit recovery options through online learning programs (e.g. GradPoint, Advanced Placement).

A10c. Increase learning time by providing an additional class period, expanding opportunities for students to broaden their course of study through a “zero” period before the traditional day begins at comprehensive high schools.

A10d. At K-6, provide visual and performing arts instruction. Provide

2018-19 Actions/Services

A10 Access to a broad course of study

A10a. Utilize non-verbal testing protocols for the identification of elementary Gifted and Talented students. Assess all students in third grade and students in grades four through six on a referral basis.

A10b. Provide increased course access and credit recovery options through online learning programs (e.g. GradPoint, Advanced Placement).

A10c. Increase learning time by providing an additional class period, expanding opportunities for students to broaden their course of study through a “zero” period before the traditional day begins at comprehensive high schools.

A10d. Provide visual and performing arts instruction and field trips for K-6 students.

2019-20 Actions/Services

A10 Access to a broad course of study

A10a. Utilize non-verbal testing protocols for the identification of elementary Gifted and Talented students. Assess all students in third grade and students in grades four through six on a referral basis.

A10b. Provide increased course access and credit recovery options through online learning programs.

A10c. Increase learning time by providing an additional class period, expanding opportunities for students to broaden their course of study through a “zero” period before the traditional day begins at comprehensive high schools.

A10d. Provide visual and performing arts instruction and field trips for K-6 students.

elementary music program in grades 4-6; provide push-in art and music instruction K-3.

A10e. Provide transportation as needed for alternative education students so they can participate in Career Technical Education classes at the comprehensive sites.

A10f. With support from the English Learner Assistant, Homeless Liaison, and Foster Youth Liaison, Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation, prioritizing placement and counseling for English Learners, Redesignated Fluent English Proficient, Migrant and Homeless Youth.

A10g. Coordinate and provide services to meet the unique needs of Foster Youth through provision of a Foster Youth Community Liaison who focuses on case management services. The Foster Youth Community Liaison will collaborate with site and district staff as well as with County-assigned student caseworkers to coordinate district services with those provided by other agencies. Coordination of interventions will increase and improve services in support of student educational goals and outcomes. The Foster Youth Community Liaison will collaborate with County-based stakeholder groups on making improvements to agency processes and procedures to streamline

A10e. Provide transportation as needed for alternative education students so they can participate in Career Technical Education classes at the comprehensive sites.

A10f. With support from the English Learner Testing Assistant, Homeless Liaison, and Foster Youth Liaison, and Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation, prioritizing placement and counseling for English Learners, Redesignated Fluent English Proficient, Migrant and Homeless Youth.

A10g. Coordinate and provide services to meet the unique needs of Foster Youth through provision of a Foster Youth Community Liaison who focuses on case management services. The Foster Youth Community Liaison will collaborate with site and district staff as well as with County-assigned student caseworkers to coordinate district services with those provided by other agencies. Coordination of interventions will increase and improve services in support of student educational goals and outcomes. The Foster Youth Community Liaison will collaborate with County-based stakeholder groups on making improvements to agency processes and procedures to streamline inter-agency communication and efficiency of information sharing.

A10e. Provide transportation as needed for alternative education students so they can participate in Career Technical Education classes at the comprehensive sites.

A10f. With support from the English Learner Testing Assistant, Homeless Liaison, and Foster Youth Liaison, and Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation, prioritizing placement and counseling for English Learners, Redesignated Fluent English Proficient, Migrant and Homeless Youth.

A10g. Coordinate and provide services to meet the unique needs of Foster Youth through provision of a Foster Youth Community Liaison who focuses on case management services. The Foster Youth Community Liaison will collaborate with site and district staff as well as with County-assigned student caseworkers to coordinate district services with those provided by other agencies. Coordination of interventions will increase and improve services in support of student educational goals and outcomes. The Foster Youth Community Liaison will collaborate with County-based stakeholder groups on making improvements to agency processes and procedures to streamline inter-agency communication and efficiency of information sharing.

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A10h. Provide Foster Youth the Independent Living Skills Program (ISLP) on Ceres 9-12 campuses; explore offering the course during Academic Extended Day to afford students access to the content and the opportunity to earn elective credits toward graduation requirements.

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A10i. Expand learning opportunities for students to broaden their course of study by offering Portuguese as an additional Modern Language course.

A10h. Provide Foster Youth the Independent Living Skills Program (ISLP) on Ceres 9-12 campuses; explore offering the course during Academic Extended Day to afford students access to the content and the opportunity to earn elective credits toward graduation requirements.

A10i. Expand learning opportunities for students to broaden their course of study by offering Portuguese as an additional Modern Language course.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$158,025	\$169,390	\$231,185
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8201 Zero period addition to the school day Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201 Zero period addition to the school day Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201 Zero period addition to the school day Salaries and Benefits
Amount	\$735,000	\$615,494	\$812,875
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8513, 8515 Elementary Music Salaries and Benefits, instruments	1000-1999: Certificated Personnel Salaries 0000-8513, 8515 Elementary Music Salaries and Benefits, instruments	1000-1999: Certificated Personnel Salaries 0000-8513, 8515 Elementary Music Salaries and Benefits, instruments

Amount	\$85,000	\$85,000	\$88,777
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8824 Foster Youth Program Services	2000-2999: Classified Personnel Salaries 0000-8824 Foster Youth Program Services	2000-2999: Classified Personnel Salaries 0000-8824 Foster Youth Program Services

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal B

Ensure Pupil Outcomes reflect access, equity, and achievement in research-based instruction and support programs leading to college and career readiness.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Ceres Unified Strategic Plan, Local Educational Agency Plan, Ceres Unified Technology Plan

### Identified Need:

1. Increased achievement for all; decreased achievement gap
2. Increased a-g completion; decreased completion gap
3. Increased progress and proficiency of English learners
4. Increased English learner reclassification rate
5. Increased Advanced Placement enrollment and test pass rate
6. Increased access to mental health services
7. Increased access to physical health services

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B1 B2. Increased achievement in all subgroups; decreased achievement gap	CAASPP English Language Arts/Literacy 2015-2016 All Students 39.0% English Learner 9.0% Foster Youth *23.3%	By 5%, increase achievement for all students and decrease the achievement gap between subgroups and	By 5%, increase achievement for all students and decrease the achievement gap between subgroups and	By 5%, increase achievement for all students and decrease the achievement gap between subgroups and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>           Gifted and Talented 92.1%            Homeless Youth 21.4%            Low Income 36.0%            Migrant 29.0%            Reclassified Fluent English Proficient 53.0%            Special Education 9.0%            Female 44.0%            Male 34.0%            Asian 55.0%            Black/African American 36.0%            Hispanic/Latino 36.0%            White 49.0%         </p> <p>           2016-2017            All Students 38.0%            English Learner 8.0%            Foster Youth *17.0%            Gifted and Talented 92.4%            Homeless Youth 5.26%            Low Income 35.0%            Migrant 27.0%            Reclassified Fluent English Proficient 52.0%            Special Education 8.0%            Female 43.0%            Male 33.0%            Asian 56.0%            Black/African American 31.0%            Hispanic/Latino 35.0%            White 46.0%         </p> <p>2017-2018</p>	<p>performance of all students.</p> <p>Increase the performance of all students by decreasing the average distance from met below level 3 on CAASPP ELA and Math tests.</p>	<p>performance of all students.</p> <p>Increase the performance of all students by decreasing the average distance from met below level 3 on CAASPP ELA and Math tests.</p>	<p>performance of all students.</p> <p>Increase the performance of all students by decreasing the average distance from met below level 3 on CAASPP ELA and Math tests.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>All Students: 42.3%</p> <p>English Learner: 18.2%</p> <p>Foster Youth: 26.5%</p> <p>Gifted and Talented: 92.8%</p> <p>Homeless Youth: 29.0%</p> <p>Low Income: 39.0%</p> <p>Migrant: 34.5%</p> <p>Reclassified Fluent English Proficient: 57.3%</p> <p>Special Education: 8.2%</p> <p>Female: 47.4%</p> <p>Male: 37.2%</p> <p>Asian: 55.1%</p> <p>Black/African American: 36.8%</p> <p>Hispanic/Latino: 39.8%</p> <p>White: 50.1%</p> <p>2016-2017 ELA Distance from Met: 30 points below level 3</p> <p>Fall 2017: ELA Distance from Met (based on 2016-2017 CAASPP scores): 34.7 points below level 3</p> <p>Fall 2018: ELA Distance from Met (based on 2017-2018 CAASPP scores): 25.4 points below level 3</p> <p>CAASPP Mathematics</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2015-2016</p> <p>All Students 20.0%</p> <p>English Learner 8.0%</p> <p>Foster Youth 3.3%</p> <p>Gifted and Talented 79.3%</p> <p>Homeless Youth 0.0%</p> <p>Low Income 18.0%</p> <p>Migrant 16.0%</p> <p>Reclassified Fluent English Proficient 26.0%</p> <p>Special Education 5.0%</p> <p>Female 20.0%</p> <p>Male 21.0%</p> <p>Asian 38.0%</p> <p>Black/African American 17.0%</p> <p>Hispanic/Latino 17.0%</p> <p>White 27.0%</p> <p>2016-2017</p> <p>All Students 21.0%</p> <p>English Learner 8.0%</p> <p>Foster Youth 0%</p> <p>Gifted and Talented 80.7%</p> <p>Homeless Youth 0.0%</p> <p>Low Income 19.0%</p> <p>Migrant 13.0%</p> <p>Reclassified Fluent English Proficient 27.0%</p> <p>Special Education 6.0%</p> <p>Female 21.0%</p> <p>Male 20.0%</p> <p>Asian 43.0%</p> <p>Black/African American 11.0%</p>			



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Hispanic/Latino 19.0% White 24.0%</p> <p>2017-2018 All Students: 24.3% English Learner: 13.7% Foster Youth: 11.8% Gifted and Talented: 84.6% Homeless Youth: 16.5% Low Income: 22.1% Migrant: 22.5% Reclassified Fluent English Proficient: 29.7% Special Education: 5.9% Female: 24.1% Male: 24.6% Asian: 40.6% Black/African American: 16.6% Hispanic/Latino: 22.3% White: 29.2%</p> <p>2016-2017 Math Distance from Met: 64.9 points below level 3 Actual: Fall 2017: Math Distance from Met (based on 2016-2017 CAASPP scores): 68.5 points below level 3 Fall 2018: Math Distance from Met</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>(based on 2017-2018 CAASPP scores): 67.5 points below level 3</p> <p>*Science scores to be added when available at the state level</p>			
<p>B3 B4. Increased percentage of students ready for college and career</p>	<p>Results:</p> <p>Early Assessment Program (2015-2016):</p> <p>Ready</p> <ul style="list-style-type: none"> <li>• ELA: 11%</li> <li>• Math: 3%</li> </ul> <p>Conditionally Ready:</p> <ul style="list-style-type: none"> <li>• ELA: 35%</li> <li>• Math: 15%</li> </ul> <p>Early Assessment Program (2016-2017):</p> <p>Ready:</p> <ul style="list-style-type: none"> <li>• ELA: 10%</li> <li>• Math: 5%</li> </ul> <p>Conditionally Ready:</p> <ul style="list-style-type: none"> <li>• ELA: 28%</li> <li>• Math: 16%</li> </ul> <p>Early Assessment Program (2017-2018):</p> <p>Ready:</p>	<p>Increase by 5% the percentage of students college and career ready as measured by each metric. Maintain the number of students taking the PSAT.</p>	<p>Increase by 5% the percentage of students college and career ready as measured by each metric. Maintain the number of students taking the PSAT.</p>	<p>Increase by 5% the percentage of students college and career ready as measured by each metric. Maintain the number of students taking the PSAT.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> <li>• ELA: 17.76%</li> <li>• Math: 6.46%</li> </ul> <p>Conditionally Ready:</p> <ul style="list-style-type: none"> <li>• ELA: 36.31%</li> <li>• Math: 18.69%</li> </ul> <p>UC/CSU a-g Completion:</p> <p>2015-2016: 39.9%</p> <p>2016-2017: 41.6%</p> <p>2017-2018: not available as of May 2019</p> <p>PSAT Testing (# tested):</p> <p>2016-2017: 1,328</p> <p>2017-2018: 1,445</p> <p>2018-2019: 2,876 (includes 1,058 8th graders)</p> <p>SAT/ACT Testing (# tested):</p> <p>2015-2016: 579/102 students tested</p> <p>2016-2017: 641/118 students tested</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2017-2018: 434/62 students tested</p> <p>CTE Completion:</p> <p>2015-2016: 30.7%</p> <p>2016-2017: 23.0%</p> <p>2017-2018: 22.0%</p>			
<p>B5. Increased English Learner proficiency</p>	<p>English Learner Progress:</p> <p>California School Dashboard, Spring 2017 English Learner Progress</p> <p>Color: Orange</p> <p>Status: 68.8% (2013-14 and 2014-15 data)</p> <p>Change: -3.9% (2013-14 and 2012-13 data)</p> <p>California School Dashboard, Fall 2017 English Learner Progress</p> <p>Color: Yellow</p> <p>Status: 71.5% (2016-17)</p> <p>Change: +1.1%</p>	<p>As measured by CELDT, increase percentage of students in Advanced and Early Advanced and decrease percentage of students in Intermediate and Early Intermediate by 5%</p>	<p>Using ELPAC, establish the baseline percentage of students in each reported performance level.</p>	<p>As measured by ELPAC, increase percentage of students in top two performance levels by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>(2015-16 and 2016-17)</p> <p>% of ELs who make progress toward proficiency, measured by the CELDT</p> <p>CELDT 2015-2016:  Advanced: 6%  Early Advanced: 30%  Intermediate: 41%  Early Intermediate: 15%  Beginning: 8%</p> <p>CELDT 2016-2017:  Advanced: 6%  Early Advanced: 29%  Intermediate: 42%  Early Intermediate: 15%  Beginning: 8%</p> <p>18-19 Results:  English Language Proficiency Assessments for California (ELPAC) Baseline Results  Well-Developed: 26%  Moderately Developed: 38.1%</p>			
B6. Increased English learner reclassification	Reclassification Rates: 2016-2017: 16.3% 2017-2018: 15.6% 2018-2019: 3.3%	Increase by 5%	Increase by 5%	Increase by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>B7 B8. Increased enrollment and pass rate in Advanced Placement</p>	<p>AP Enrollment:  2016-2017: 1,459 students  2017-2018: 1,488 students  2018-2019: 1,482 students</p> <p>AP Test Pass Rate (3 or higher):  2015-2016: 34.1% (679 tested; 1,294 exams)  2016-2017: 34.8% (780 tested; 1,417 exams)  2017-2018: 33.8% (837 tested; 1,434 exams)</p> <p>Gifted and Talented  2016-2017: 475 students  2017-2018: 461 students  2018-2019: 435 students</p>	<p>Maintain AP enrollment and GATE identification rates commensurate with student population size; increase AP test pass rate by 5%</p>	<p>Maintain AP enrollment and GATE identification rates commensurate with student population size; increase AP test pass rate by 5%</p>	<p>Maintain AP enrollment and GATE identification rates commensurate with student population size; increase AP test pass rate by 5%</p>
<p>B9. Increased access to mental health services</p>	<p>Social skills services:  2016-2017: 574 (K-6 = 481/7-12 = 93)  2017-2018: 685 (K-6 = 571/7-12 = 114)  2018-2019: 404 (K-6 = 302/7-12 = 102)</p> <p>Counseling Services:</p>	<p>Maintain rates and provision of services</p>	<p>Maintain rates and provision of services</p>	<p>Maintain rates and provision of services</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2016-2017: 1,264 (K-6 = 713; 7-12 = 551) 2017-2018: 1,349 (K-6 = 758; 7-12 = 591) 2018-2019: 1,108 (K-6 = 478/7-12 = 630)</p> <p>Mental health services (Clinicians): 2016-2017: 226 (K-6 = 130; 7-12 = 96) 2017-2018: 240 (K-6 = 125; 7-12 = 115) 2018-2019: 174 (K-6 = 92/7-12 = 82)</p> <p>Mentoring services: 2016-2017: 222 (K-6 = 30; 7-12 = 192) 2017-2018: 250 (K-6 = 49; 7-12 = 201) 2018-2019: 219 (K-6 = 35/7-12 = 184)</p>			
B10 B11. Increased access to physical health services	<p>Child Nutrition participation rate on Census day (October):</p> <p>2016-2017: 84.1% (11,330/13,480 students) 2017-2018: 82.9% (11,817/14,256 students) 2018-2019: 81.8% (11,320/13,832 students)</p>	Maintain provision of services	Maintain provision of services	Maintain provision of services

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Health Screenings:            2016-2017: Vision:            7,551 Hearing: 8,149            2017-2018: Vision:            7,204 Hearing: 8,310            2018-2019: Vision:            6,737; Hearing: 7,690</p> <p>Health and Nutrition            Referrals:            Referrals connecting            families to community            services:            2016-2017: 1,359            2017-2018: 1,660            2018-2019: 1,499</p> <p>Community Flu Clinics:            2016-2017: 146            immunizations            2017-2018: 76            immunizations            2018-2019: 96            immunizations</p> <p>Health Clinics:            2016-2017: 8 clinics            2017-2018: 8 clinics            2018-2019: 7 clinics</p>			

## 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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

B1 Student achievement

B1a. Learning Directors provide individual academic planning and counseling focused on student achievement results.

B1b. Conduct regular reviews of student data, plan and implement services in a timely manner.

B1c. Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.

B1d. Provide professional learning through staff meeting time.

2018-19 Actions/Services

B1 Student achievement

B1a. Learning Directors provide individual academic planning and counseling focused on student achievement results.

B1b. Conduct regular reviews of student data, plan and implement services in a timely manner.

B1c. Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.

B1d. Provide professional learning through staff meeting time.

2019-20 Actions/Services

B1 Student achievement

B1a. Learning Directors provide individual academic planning and counseling focused on student achievement results.

B1b. Conduct regular reviews of student data, plan and implement services in a timely manner.

B1c. Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.

B1d. Provide professional learning through staff meeting time.

B1e. Conduct research and provide professional learning to increase the amount of time students with disabilities are included in general education classrooms. In addition, general education teachers will participate in professional learning regarding accommodations and supports for students to access grade level standards.

B1f. Provide additional research-based academic intervention materials as well as professional learning specifically for Special Education teachers to utilize during Specialized Academic Instruction.

B1e. Conduct research and provide professional learning to increase the amount of time students with disabilities are included in general education classrooms. In addition, general education teachers will participate in professional learning regarding accommodations and supports for students to access grade level standards.

B1f. Provide additional research-based academic intervention materials as well as professional learning specifically for Special Education teachers to utilize during Specialized Academic Instruction.

B1e. Conduct research and provide professional learning to increase the amount of time students with disabilities are included in general education classrooms. In addition, general education teachers will participate in professional learning regarding accommodations and supports for students to access grade level standards.

B1f. Provide additional research-based academic intervention materials as well as professional learning specifically for Special Education teachers to utilize during Specialized Academic Instruction.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,138,231	\$1,197,564	\$1,116,467
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0000 Learning Director Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Learning Director Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Learning Director Salaries and Benefits
Amount	\$1,003,239	\$1,036,747	\$1,327,836
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 0000 Assistant Principal Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Assistant Principal Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000 Assistant Principal Salaries and Benefits

Amount			\$509,537
Source			Other
Budget Reference			0000-8000 Comprehensive Support & Improvement (CSI)

## 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

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

B2 Student achievement  
  
B2a. Utilize data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years.

### 2018-19 Actions/Services

B2 Student achievement  
  
B2a. Utilize data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years.

### 2019-20 Actions/Services

B2 Student achievement  
  
B2a. Utilize data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years.

B2b. Maintain increased number of junior high Learning Directors to provide individual academic planning and counseling focused on student achievement results.

B2c. Maintain number of supplemental Assistant Principals to facilitate increased support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students.

B2d. Develop, implement, and refine district-level K-12 mathematics and English language Arts/English Language Development common summative assessments to monitor student progress toward mastery of the essential standards; analyze results by subpopulation.

B2e. Learning Directors, Assistant Principals, and/or Administrative Assistants will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All data will be analyzed by subpopulation.

B2f. Provide Administrative Assistants to facilitate data collection, achievement testing, recognition programs, and administrative duties, increasing principal and assistant principal instructional time

B2b. Maintain increased number of junior high Learning Directors to provide individual academic planning and counseling focused on student achievement results.

B2c. Maintain number of supplemental Assistant Principals to facilitate increased support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students.

B2d. Implement and utilize district-level K-12 common summative assessments to monitor student progress toward mastery of the essential standards; analyze results by student group.

B2e. Learning Directors, Assistant Principals, and/or Administrative Assistants will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All student group data will be analyzed.

B2f. Provide Administrative Assistants to facilitate data collection, achievement testing, recognition programs, and administrative duties to allow for principals and assistant principals to monitor instruction.

B2b. Maintain increased number of junior high Learning Directors to provide individual academic planning and counseling focused on student achievement results.

B2c. Maintain number of supplemental Assistant Principals to facilitate increased support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students.

B2d. Implement and utilize district-level K-12 common summative assessments to monitor student progress toward mastery of the essential standards; analyze results by student group.

B2e. Learning Directors, Assistant Principals, and/or Administrative Assistants will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All student group data will be analyzed.

B2f. Provide Administrative Assistants to facilitate data collection, achievement testing, recognition programs, and administrative duties to allow for principals and assistant principals to monitor instruction.

working with teachers, families, and students.

B2g. Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis.

B2h. Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.

B2i. Foster Youth Liaison communicates and promotes availability of school-based tutoring and homework centers as well as county-based tutoring programs available to Foster Youth.

B2j. Provide students with classroom supplies to ensure full access for demonstration of learning (e.g., paper, pencils, art supplies, manipulatives, etc.)

B2k. Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster youth.

B2l. Provide professional learning through instructional coach support, release time, lesson study and performance contract to focus on collaborative development of lessons based on formative and summative achievement data.

B2g. Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis.

B2h. Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.

B2i. Foster Youth Liaison communicates and promotes availability of school-based tutoring and homework centers as well as county-based tutoring programs available to Foster Youth.

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B2k. Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster youth.

B2l. Provide professional learning through instructional coach support, release time, lesson study and performance contracts to focus on collaborative development of lessons based on formative and summative achievement data.

B2m. Provide extended learning opportunities for Gifted and Talented students in grades 3-6 through a summer academy designed to meet the unique

B2g. Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis.

B2h. Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.

B2i. Foster Youth Liaison communicates and promotes availability of school-based tutoring and homework centers as well as county-based tutoring programs available to Foster Youth.

B2j. Provide students with classroom supplies to ensure full access for demonstration of learning (e.g., paper, pencils, art supplies, manipulatives, etc.)

B2k. Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster youth.

B2l. Provide professional learning through instructional coach support, release time, lesson study and performance contracts to focus on collaborative development of lessons based on formative and summative achievement data.

B2m. Provide extended learning opportunities for Gifted and Talented students in grades 3-6 through a summer academy designed to meet the unique

B2m. Provide extended learning opportunities for Gifted and Talented students in grades five and six through a summer academy designed to meet the unique educational needs of Gifted and Talented students.

B2n. Monitor academic performance of elementary and junior high students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school.

B2o. Coordinate services and communication between preschool and kindergarten programs to ensure smooth transitions between academic and social and emotional development programs and services.

B2p. Provide co-curricular enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education; Gallo Theater; Carnegie Arts Center; on location and virtual field trips.

B2q. Educational Services Division staff coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning, interventions, and instructional support actions and services to support learning and student achievement.

educational needs of Gifted and Talented students.

B2n. Monitor academic performance of elementary and junior high students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school.

B2o. Coordinate services and communication between preschool and kindergarten programs to ensure smooth transitions between academic and social and emotional development programs and services.

B2p. Provide co-curricular enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education, Gallo Theater, and other on-location and virtual field trips.

B2q. Educational Services Division staff coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning, interventions, and instructional support actions and services to support learning and student achievement. Hire additional teaching staff to provide intervention and extended learning opportunities for students identified through analysis of formative and summative assessment data.

educational needs of Gifted and Talented students.

B2n. Monitor academic performance of elementary and junior high students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school.

B2o. Coordinate services and communication between preschool and kindergarten programs to ensure smooth transitions between academic and social and emotional development programs and services.

B2p. Provide co-curricular enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education, Gallo Theater, and other on-location and virtual field trips.

B2q. Educational Services Division staff coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning, interventions, and instructional support actions and services to support learning and student achievement. Hire additional teaching staff to provide intervention and extended learning opportunities for students identified through analysis of formative and summative assessment data.

B2r. Educational Options Division staff coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips.

B2s. Expand intervention and enrichment opportunities in summer school and after school programs, including enrichment, credit recovery, college readiness, kindergarten readiness, and a bridge program for students entering first grade. Increase access and course offerings in summer school and after school programs.

Note: Additional Administrative Assistants are included in A4 Increased Site Allocations):

Note: Additional Paraprofessionals are included in A4 Increased Site Allocations"

Note: Additional Learning Director Salary and Benefits are included in A4 Increased Site Allocations

B2r. Educational Options Division staff coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips.

B2s. Expand intervention and enrichment opportunities in summer school and after school programs, including enrichment, credit recovery, college readiness, kindergarten readiness, and a bridge program for students entering first grade. Increase access and course offerings in summer school and after school programs.

Note: Additional Administrative Assistants are included in A4 Increased Site Allocations):

Note: Additional Paraprofessionals are included in A4 Increased Site Allocations"

Note: Additional Learning Director Salary and Benefits are included in A4 Increased Site Allocations

B2r. Educational Options Division staff coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips.

B2s. Expand intervention and enrichment opportunities in summer school and after school programs, including enrichment, credit recovery, college readiness, kindergarten readiness, and a bridge program for students entering first grade. Increase access and course offerings in summer school and after school programs.

Note: Additional Administrative Assistants are included in A4 Increased Site Allocations):

Note: Additional Paraprofessionals are included in A4 Increased Site Allocations"

Note: Additional Learning Director Salary and Benefits are included in A4 Increased Site Allocations

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,603,637	\$1,639,761	\$1,735,752
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8201, 8203 Additional Assistant Principal and Administrative Assistant Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201, 8203 Additional Assistant Principal and Administrative Assistant Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201, 8203 Additional Assistant Principal and Administrative Assistant Salaries and Benefits
Amount	\$913,056	\$961,015	\$1,074,457
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries 3010 Paraprofessional Salaries and Benefits	2000-2999: Classified Personnel Salaries 3010 Paraprofessional Salaries and Benefits	2000-2999: Classified Personnel Salaries 3010 Paraprofessional Salaries and Benefits
Amount	\$849,302	\$873,383	\$941,813
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 0000-8201 Additional Learning Director Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201 Additional Learning Director Salaries and Benefits	1000-1999: Certificated Personnel Salaries 0000-8201 Additional Learning Director Salaries and Benefits
Amount	\$0	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8110 Additional Paraprofessional Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8110 Additional Paraprofessional Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8110 Additional Paraprofessional Salaries and Benefits



Amount	\$15,712	\$20,879	\$21,095
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3010 GATE Summer School Salaries and Benefits	1000-1999: Certificated Personnel Salaries 3010 GATE Summer School Salaries and Benefits	1000-1999: Certificated Personnel Salaries 3010 GATE Summer School Salaries and Benefits
Amount	\$125,000	\$125,000	\$125,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 0000-8535 Visual and Performing Arts	4000-4999: Books And Supplies 0000-8535 Visual and Performing Arts	4000-4999: Books And Supplies 0000-8535 Visual and Performing Arts
Amount	\$275,000	\$275,000	\$275,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000-8578 Outdoor Education	5000-5999: Services And Other Operating Expenditures 0000-8578 Outdoor Education	5000-5999: Services And Other Operating Expenditures 0000-8578 Outdoor Education
Amount	\$567,291	\$482,310	\$497,204
Source	Base	Base	Base
Budget Reference	0000-8000 0000 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services	0000-8000 0000 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services	0000-8000 0000 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services
Amount	\$27,327	\$43,393	\$34,137
Source	Other	Other	Other
Budget Reference	0000-8000 0049 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services	0000-8000 0049 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services	0000-8000 0049 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services

Amount	\$801,447	\$1,097,667	\$960,737
Source	Title I	Title I	Title I
Budget Reference	0000-8000 3010 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services	0000-8000 3010 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services	0000-8000 3010 Educational Services Salaries and Benefits, Supplies/Materials, Outside Services
Amount	\$193,691	\$486,371	\$423,487
Source	Title II	Title II	Title II
Budget Reference	0000-8000 4035 Educational Services Salaries and Benefits, Books and Supplies, Outside Services/Operating	0000-8000 4035 Educational Services Salaries and Benefits, Books and Supplies, Outside Services/Operating	0000-8000 4035 Educational Services Salaries and Benefits, Books and Supplies, Outside Services/Operating
Amount	\$26,614	\$24,924	\$44,191
Source	Title III	Title III	Title III
Budget Reference	0000-8000 4201 Educational Services Salaries and Benefits, Books/Supplies, Outside Services/Operating	0000-8000 4201 Educational Services Salaries and Benefits, Books/Supplies, Outside Services/Operating	0000-8000 4201 Educational Services Salaries and Benefits, Books/Supplies, Outside Services/Operating
Amount	\$617,445	\$701,672	\$756,289
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8532 Educational Services Salaries and Benefits	0000-8000 0000-8532 Educational Services Salaries and Benefits	0000-8000 0000-8532 Educational Services Salaries and Benefits
Amount	\$600,000	\$900,000	\$1,275,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8533 Professional Development and Centralized Services	0000-8000 0000-8533 Professional Development and Centralized Services	0000-8000 0000-8533 Professional Development and Centralized Services

Amount	\$582,137	\$649,409	\$486,586
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3010 Educational Options Hourly Programs and Salaries	1000-1999: Certificated Personnel Salaries 3010 Educational Options Hourly Programs and Salaries	1000-1999: Certificated Personnel Salaries 3010 Educational Options Hourly Programs and Salaries
Amount	\$2,750,000	\$3,000,000	\$2,777,959
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8801-8805, 8865, 8888 Educational Options Hourly Programs and Salaries	0000-8000 0000-8801-8805, 8865, 8888 Educational Options Hourly Programs and Salaries	1000-1999: Certificated Personnel Salaries 8205 Site Intervention Staff
Amount		\$2,841,573	\$3,100,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 8205 Site Intervention Staff	0000-8000 0000-8801-8805, 8865, 8888 Educational Options Hourly Programs and Salaries
Amount			\$237,345
Source			Other
Budget Reference			0000-8000 4127 Educational Services Salaries and Benefits, Books/Supplies, Outside Services/Operating

### Action 3

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

B3 College and career readiness

B3a. Learning Directors provide academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Ceres subpopulation.

B3b. As appropriate for individual students and subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals, including career readiness options for those not going to a 4-year college.

B3c. Learning Directors provide college counseling, facilitating the college and financial aid application processes for students and families.

2018-19 Actions/Services

B3 College and career readiness

B3a. Learning Directors provide academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Ceres subpopulation.

B3b. As appropriate for individual students and subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals, including career readiness options for those not going to a 4-year college.

B3c. Learning Directors provide college counseling, facilitating the college and financial aid application processes for students and families.

2019-20 Actions/Services

B3 College and career readiness

B3a. Learning Directors provide academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Ceres subpopulation.

B3b. As appropriate for individual students and subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals, including career readiness options for those not going to a 4-year college.

B3c. Learning Directors provide college counseling, facilitating the college and financial aid application processes for students and families.

Note: Learning Director Salaries and Benefits are represented in B1

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Note: Learning Director Salaries and Benefits are represented in B1

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base

### 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)

[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

B4 College and career readiness

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

Modified Action

2018-19 Actions/Services

B4 College and career readiness

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

Unchanged Action

2019-20 Actions/Services

B4 College and career readiness

B4a. Maintain additional high school Learning Director positions to continue reduced staff to student ratio; hire an additional Learning Director to increase services for students at Argus and Endeavor.

B4b. Hire two College Transition Learning Directors and two counseling technicians to support Learning Directors in preparing students for college as well as to facilitate the transition between graduation and enrollment in a post-secondary educational program.

B4c. Subscribe to the Transcript Evaluation Service to investigate patterns and trends regarding student progress toward completion of UC/CSU a-g requirements.

B4d. The K-12 Ceres is Serious about College program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents.

B4e. Provide SAT and ACT test fee vouchers for all students taking one or both exams in the junior and senior years.

B4f. Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21st

B4a. Maintain additional high school Learning Director positions to continue reduced staff to student ratio; maintain an additional Learning Director to increase services for students at Argus and Endeavor.

B4b. Maintain two College Transition Learning Directors and two counseling technicians to support Learning Directors in preparing students for college as well as to facilitate the transition between graduation and enrollment in a post-secondary educational program.

B4c. Subscribe to the Transcript Evaluation Service to investigate patterns and trends regarding student progress toward completion of UC/CSU a-g requirements.

B4d. The K-12 Ceres is Serious about College program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents.

B4e. Provide SAT and ACT test fee vouchers for all students taking one or both exams in the junior and senior years.

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B4a. Maintain additional high school Learning Director positions to continue reduced staff to student ratio; maintain an additional Learning Director to increase services for students at Argus and Endeavor.

B4b. Maintain two College Transition Learning Directors and two counseling technicians to support Learning Directors in preparing students for college as well as to facilitate the transition between graduation and enrollment in a post-secondary educational program.

B4c. Subscribe to the Transcript Evaluation Service to investigate patterns and trends regarding student progress toward completion of UC/CSU a-g requirements.

B4d. The K-12 Ceres is Serious about College program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents.

B4e. Provide SAT and ACT test fee vouchers for all students taking one or both exams in the junior and senior years.

B4f. Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21st

Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class.

B4g. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities).

B4h. Provide a total of three release periods for designated high school staff to develop and coordinate career readiness activities with community agencies, service clubs, and local business partners; increase experiential learning opportunities and job skills attainment important to in-demand industries and occupations.

B4i. Increase the junior high career readiness courses from two to three, aligned with the Manufacturing Academy at Ceres High School and Engineering Program at Central Valley High School.

B4j. Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy).

Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class.

B4g. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities).

B4h. Provide a total of three release periods for designated high school staff to develop and coordinate career readiness activities with community agencies, service clubs, and local business partners; increase experiential learning opportunities and job skills attainment important to in-demand industries and occupations.

B4i. Maintain the junior high career readiness courses aligned with the Manufacturing Academy at Ceres High School and Engineering Program at Central Valley High School.

B4j. Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy).

Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class.

B4g. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities).

B4h. Provide a total of three release periods for designated high school staff to develop and coordinate career readiness activities with community agencies, service clubs, and local business partners; increase experiential learning opportunities and job skills attainment important to in-demand industries and occupations.

B4i. Maintain the junior high career readiness courses aligned with the Manufacturing Academy at Ceres High School and Engineering Program at Central Valley High School.

B4k. Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$275,000	\$200,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8820 College Readiness	0000-8000 0000-8820 College Readiness	0000-8000 0000-8820 College Readiness
Amount	\$560,000	\$580,000	\$575,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8818, 8819 Career Readiness Salaries and Benefits, Supplies and Equipment	0000-8000 0000-8818, 8819 Career Readiness Salaries and Benefits, Supplies and Equipment	0000-8000 0000-8818, 8819 Career Readiness Salaries and Benefits, Supplies and Equipment
Amount	\$100,964	\$657,326	\$412,237
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 Resource 7338- Learning Directors College Readiness, 0000 Counseling Techs Salaries and Benefits,0000-8204	0000-8000 Resource 7338- Learning Directors College Readiness, 0000 Counseling Techs Salaries and Benefits,0000-8204	0000-8000 Resource 7338- Learning Directors College Readiness, 0000 Counseling Techs Salaries and Benefits,0000-8204

**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)

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**

B5 English learners attaining proficiency in English acquisition and academics

B5a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.

B5b. With the support of English Learner Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by subgroup, providing support to accelerate academic achievement.

B5c. Analyze performance data for English learners to ensure proportionate placement and progress for students in each Ceres subpopulation. Conduct data analysis at regular intervals and provide interventions in a timely manner,

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

Modified Action

**2018-19 Actions/Services**

B5 English learners attaining proficiency in English acquisition and academics

B5a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.

B5b. With the support of English Learner Testing Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by student group, providing support to accelerate academic achievement.

B5c. Analyze performance data for English learners to ensure proportionate placement and progress for students in each Ceres student group. Conduct data analysis at regular intervals and provide interventions in a timely manner,

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

Unchanged Action

**2019-20 Actions/Services**

B5 English learners attaining proficiency in English acquisition and academics

B5a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.

B5b. With the support of English Learner Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by subgroup, providing support to accelerate academic achievement.

B5c. Analyze performance data for English learners to ensure proportionate placement and progress for students in each Ceres student group. Conduct data analysis at regular intervals and provide interventions in a timely manner,

particularly for long-term English learners; disaggregate all data by subpopulation.

B5d. Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress.

B5e. Present program implementation data, seek parent input on needs for improved implementation of the instructional programs, provide information on student progress and identify other needs of the school through the District English Learner Advisory Committee as well as the English Learner Advisory Committee at each school.

B5f. Increase professional learning and collaboration time on ELD standards and effective instruction through Integrated and Designated ELD. Instructional coaches provide specific coaching and lesson design support to increase instructional effectiveness for English learners.

B5g. Increase professional learning and collaboration time for academic content and effective instruction for meeting the academic needs of English learners.

B5h. Increase professional learning that includes research-based strategies and best practices for addressing the needs of Long Term English Learners and At-Risk Long Term English Learners.

particularly for long-term English learners; disaggregate all data by student group.

B5d. Monitor English learners' academic achievement; plan interventions and supports and to review and report progress toward meeting high school graduation requirements.

B5e. Present program implementation data, seek parent input on needs for improved implementation of the instructional programs, provide information on student progress and identify other needs of the school through the District English Learner Advisory Committee as well as the English Learner Advisory Committee at each school.

B5f. Provide professional learning and collaboration time on ELD standards, academic content and effective instruction using Integrated and Designated ELD. Instructional coaches provide specific coaching and lesson design support to increase instructional effectiveness for English learners.

B5g. Provide professional learning and collaboration time for academic content and effective instruction for meeting the academic needs of English learners.

B5h. Provide professional learning that includes research-based strategies and best practices for addressing the needs of Long Term English Learners and At-Risk Long Term English Learners.

particularly for long-term English learners; disaggregate all data by student group.

B5d. Monitor English learners' academic achievement; plan interventions and supports and to review and report progress toward meeting high school graduation requirements.

B5e. Present program implementation data, seek parent input on needs for improved implementation of the instructional programs, provide information on student progress and identify other needs of the school through the District English Learner Advisory Committee as well as the English Learner Advisory Committee at each school.

B5f. Provide professional learning and collaboration time on ELD standards, academic content and effective instruction using Integrated and Designated ELD. Instructional coaches provide specific coaching and lesson design support to increase instructional effectiveness for English learners.

B5g. Provide professional learning and collaboration time for academic content and effective instruction for meeting the academic needs of English learners.

B5h. Provide professional learning that includes research-based strategies and best practices for addressing the needs of Long Term English Learners and At-Risk Long Term English Learners.

B5i. Increase professional learning that includes research-based strategies and best practices for addressing the needs of newcomers and immigrant students who are English learners.

B5j. Translation, counseling, and academic supports will be provided to support the language and acculturation needs of immigrant students during their first three years of enrollment in United States Schools

B5k. Provide extended English Language Development and academic support opportunities through the after school program, summer school, and academies throughout the year.

B5l. Provide English Learner Assistants to actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data. Communicate with Learning Directors, Assistant Principals, and Administrative Assistants to ensure appropriate academic supports are in place for all English learners, including newcomers, Long Term English Learners and At-Risk Long Term English Learners.

B5m. Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Assistant, Learning Director, and Assistant Principal for English learners in each Ceres subpopulation.

B5i. Provide professional learning that includes research-based strategies and best practices for addressing the needs of newcomers and immigrant students who are English learners.

B5j. Provide translation, counseling, and academic supports to immigrant students during their first three years of enrollment in United States Schools.

B5k. Provide extended English Language Development and academic support opportunities through the after school program, summer school, and academies throughout the year.

B5l. Provide English Learner Testing Assistants to actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data. Communicate with Learning Directors, Assistant Principals, and Administrative Assistants to ensure appropriate academic supports are in place for all English learners, including newcomers, Long Term English learners and At-Risk Long Term English learners.

B5m. Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Testing Assistant, Learning Director, and Assistant Principal for English learners in each Ceres student group.

B5i. Provide professional learning that includes research-based strategies and best practices for addressing the needs of newcomers and immigrant students who are English learners.

B5j. Provide translation, counseling, and academic supports to immigrant students during their first three years of enrollment in United States Schools.

B5k. Provide extended English Language Development and academic support opportunities through the after school program, summer school, and academies throughout the year.

B5l. Provide English Learner Testing Assistants to actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data. Communicate with Learning Directors, Assistant Principals, and Administrative Assistants to ensure appropriate academic supports are in place for all English learners, including newcomers, Long Term English learners and At-Risk Long Term English learners.

B5m. Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Testing Assistant, Learning Director, and Assistant Principal for English learners in each Ceres student group.

B5n. Investigate research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs.

B5o. Collaborate with University of the Pacific and/or California State University, Stanislaus professors to research, develop, implement, and evaluate professional learning for all staff on language development needs of all students and language acquisition needs of English learners in particular.

Note: Some B5 actions and services are represented in A2 Teacher Salaries and Benefits, A4 Increased Site Allocation, A10 Foster Youth Services, C4 Community Liaison, B2 Educational Services, B2 Educational Options

B5n. Use research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs.

B5o. Additional ELD staff will be hired at all secondary schools to facilitate increased access to core curriculum standards to improve graduation rates for English learners.

Note: Some B5 actions and services are represented in A2 Teacher Salaries and Benefits, A4 Increased Site Allocation, A10 Foster Youth Services, C4 Community Liaison, B2 Educational Services, B2 Educational Options

B5n. Use research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs.

B5o. Additional ELD staff will be hired at all secondary schools to facilitate increased access to core curriculum standards to improve graduation rates for English learners.

Note: Some B5 actions and services are represented in A2 Teacher Salaries and Benefits, A4 Increased Site Allocation, A10 Foster Youth Services, C4 Community Liaison, B2 Educational Services, B2 Educational Options

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$557,543	\$575,118	\$625,536
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8534 English Learner Assistant Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8534 English Learner Assistant Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8534 English Learner Assistant Salaries and Benefits

Amount	\$415,767	\$340,129	\$0
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 4203 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4203 Instructional Coach Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4203 Instructional Coach Salaries and Benefits

## Action 6

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

### Students to be Served:

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

[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

B6 English learner reclassification and ongoing achievement  
  
B6a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through

### 2018-19 Actions/Services

B6 English learner reclassification and ongoing achievement  
  
B6a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through

### 2019-20 Actions/Services

B6 English learner reclassification and ongoing achievement  
  
B6a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through

research-based instructional strategies designed to support academic achievement for English learners.

B6b. With the support of English Learner Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by subgroup, providing support to accelerate academic achievement.

B6c. Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners; disaggregate all data by subpopulation.

B6d. Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress.

B6e. Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 24 months; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress, as needed.

B6f. Provide professional learning to increase access to academic discourse of core content in support of language acquisition.

Note: B6 actions and services are represented in A2 Teacher Salaries and

research-based instructional strategies designed to support academic achievement for English learners.

B6b. With the support of English Learner Testing Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by student group, providing support to accelerate academic achievement.

B6c. This action was discontinued because of redundancy.

B6d. Monitor Redesignated Fluent English Proficient students' academic achievement; plan interventions and supports and review and report progress.

B6e. Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 48 months; plan interventions and supports and review and report progress, as needed.

B6f. Provide professional learning to increase access to academic discourse of core content in support of language acquisition.

Note: B6 actions and services are represented in A2 Teacher Salaries and Benefits, A2 Instructional Coaches, A4 Increased Site Allocation, B1 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, as well

research-based instructional strategies designed to support academic achievement for English learners.

B6b. With the support of English Learner Testing Assistants, Assistant Principals and Learning Directors will closely monitor progress of English learners, including data by student group, providing support to accelerate academic achievement.

B6c. This action was discontinued because of redundancy.

B6d. Monitor Redesignated Fluent English Proficient students' academic achievement; plan interventions and supports and review and report progress.

B6e. Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 48 months; plan interventions and supports and review and report progress, as needed.

B6f. Provide professional learning to increase access to academic discourse of core content in support of language acquisition.

Note: B6 actions and services are represented in A2 Teacher Salaries and Benefits, A2 Instructional Coaches, A4 Increased Site Allocation, B1 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, as well

Benefits, A2 Instructional Coaches, A4 Increased Site Allocation, B1 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, as well as B5 English Learner Assistants and Instructional coaches

as B5 English Learner Assistants and Instructional coaches

as B5 English Learner Assistants and Instructional coaches

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$261,074	\$224,064
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

**Action 7**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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**OR**

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
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2017-18 Actions/Services

B7 Advanced Placement participation and proficiency

B7a. Provide GATE and accelerated students access to extension and enrichment through Differentiated Instruction at K-6 and pre-AP courses/honors courses 7-12.

B7b. Learning Directors will analyze achievement data to identify and guide students into Advanced Placement courses; all data will be disaggregated by subpopulation.

B7c. Conduct equity audits of course enrollment to ensure students from each CUSD subgroup have access to and are recruited into Advanced Placement courses.

B7d. Analyze Advanced Placement test participation and scores to determine additional student and staff supports needed to increase proficiency.

Note: B7 actions and services are represented in A2 Teacher Salaries and Benefits, A7 Principal, B1 Assistant Principals, Learning Directors

2018-19 Actions/Services

B7 Advanced Placement participation and proficiency

B7a. Provide GATE and accelerated students access to enrichment opportunities at K-6 and pre-AP and AP courses/honors courses 7-12.

B7b. Learning Directors will analyze achievement data to identify and guide students into Advanced Placement courses; all data will be disaggregated by student group.

B7c. Review course enrollment to ensure students from each CUSD student group have access to and are recruited into Advanced Placement courses.

B7d. Analyze Advanced Placement test participation and scores to determine additional student and staff supports needed to increase proficiency.

Note: B7 actions and services are represented in A2 Teacher Salaries and Benefits, A7 Principal, B1 Assistant Principals, Learning Directors

2019-20 Actions/Services

B7 Advanced Placement participation and proficiency

B7a. Provide GATE and accelerated students access to enrichment opportunities at K-6 and pre-AP and AP courses/honors courses 7-12.

B7b. Learning Directors will analyze achievement data to identify and guide students into Advanced Placement courses; all data will be disaggregated by student group.

B7c. Review course enrollment to ensure students from each CUSD student group have access to and are recruited into Advanced Placement courses.

B7d. Analyze Advanced Placement test participation and scores to determine additional student and staff supports needed to increase proficiency.

Note: B7 actions and services are represented in A2 Teacher Salaries and Benefits, A7 Principal, B1 Assistant Principals, Learning Directors

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

### 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)

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

B8 Advanced Placement participation and proficiency

B8a. Advanced Placement teachers will participate in professional learning through the Advanced Placement Institute. Data from analysis of AP test scores will inform additional district-provided professional learning opportunities for teachers.

2018-19 Actions/Services

B8 Advanced Placement participation and proficiency

B8a. Advanced Placement teachers will participate in professional learning through the Advanced Placement Institute. Data from analysis of AP test scores will inform additional district-provided professional learning opportunities for teachers.

2019-20 Actions/Services

B8 Advanced Placement participation and proficiency

B8a. Advanced Placement teachers will participate in professional learning through the Advanced Placement Institute. Data from analysis of AP test scores will inform additional district-provided professional learning opportunities for teachers.

B8b. Provide AP test fee payment for all students taking the exam.

Note: B8 actions and services are represented in A4 Increased Site Allocation, B2 additional Learning Directors, Administrative Assistants, Educational Services, and B4 College Readiness

B8b. Provide AP test fee payment for all students taking the exam.

Note: B8 actions and services are represented in A4 Increased Site Allocation, B2 additional Learning Directors, Administrative Assistants, Educational Services, and B4 College Readiness

B8b. Provide AP test fee payment for all students taking the exam.

Note: B8 actions and services are represented in A4 Increased Site Allocation, B2 additional Learning Directors, Administrative Assistants, Educational Services, and B4 College Readiness

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	0000-8000	0000-8000	0000-8000

**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)

**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

LEA-wide

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

B9 Evidence of mental health

B9a. Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families.

B9b. Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of all students and families.

B9c. Provide mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses.

B9d. Provide general education school psychologists to coordinate and case manage intervention and support systems for general education students.

B9e. Hire additional Behavior Specialists to provide increased intervention services for high needs general education students and professional learning and support for the teachers who serve them.

B9f. Provide professional learning for school psychologists and other mental

2018-19 Actions/Services

B9 Evidence of mental health

B9a. Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families.

B9b. Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of all students and families.

B9c. Provide mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses.

B9d. Provide general education school psychologists to coordinate and case manage intervention and support systems for general education students.

B9e. Behavior Specialists provide increased intervention services for high needs general education students and professional learning and support for the teachers who serve them.

B9f. Provide professional learning for school psychologists and other mental

2019-20 Actions/Services

B9 Evidence of mental health

B9a. Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families.

B9b. Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of all students and families.

B9c. Provide mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses.

B9d. Provide general education school psychologists to coordinate and case manage intervention and support systems for general education students.

B9e. Behavior Specialists provide increased intervention services for high needs general education students and professional learning and support for the teachers who serve them.

B9f. Provide professional learning for school psychologists and other mental

health staff to deepen knowledge and practices regarding behavior intervention strategies and systems.

B9g. Provide Social Skills Facilitators at each school site to support students in development of interpersonal skills.

B9h. Provide Student Support Specialists/Mental Health Clinicians to support students needing more intensive counseling services.

B9i. Provide prevention services through social-emotional learning lessons designed to help children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Note: B9 actions and services are also represented in A4 Increase Site Allocation

health staff to deepen knowledge and practices regarding behavior intervention strategies and systems.

B9g. Provide Social Skills Facilitators at each school site to support students in development of interpersonal skills.

B9h. Provide Student Support Specialists/Mental Health Clinicians to support students needing more intensive counseling services. Hire additional Student Support Specialist for each of the comprehensive high schools to accommodate the large enrollment.

B9i. Provide prevention services through social-emotional learning lessons designed to help children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Note: B9 actions and services are also represented in A4 Increase Site Allocation

health staff to deepen knowledge and practices regarding behavior intervention strategies and systems.

B9g. Provide Social Skills Facilitators at each school site to support students in development of interpersonal skills.

B9h. Provide Student Support Specialists/Mental Health Clinicians to support students needing more intensive counseling services. Hire additional Student Support Specialist for each of the comprehensive high schools to accommodate the large enrollment.

B9i. Provide prevention services through social-emotional learning lessons designed to help children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Note: B9 actions and services are also represented in A4 Increase Site Allocation

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,841,028	\$3,138,052	\$3,744,876
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8822, 8823 Salaries and Benefits, Contracted Services, Supplies and Materials:	0000-8000 0000-8822, 8823 Salaries and Benefits, Contracted Services, Supplies and Materials:	0000-8000 0000-8822, 8823 Salaries and Benefits, Contracted Services, Supplies and Materials

### Action 10

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

B10 Evidence of physical health  
  
B10a. Provide K-6 physical education teachers and equipment and supplies for core physical education instruction.

2018-19 Actions/Services

B10 Evidence of physical health  
  
B10a. Provide K-6 physical education teachers and equipment and supplies for core physical education instruction.

2019-20 Actions/Services

B10 Evidence of physical health  
  
B10a. Provide K-6 physical education teachers and equipment and supplies for core physical education instruction.

B10b. Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services.

B10c. Provide access to nutritious meals through the Breakfast for All and the National School Lunch Program.

Note: Elementary PE teacher salaries are included in goal A1

B10b. Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services.

B10c. Provide access to nutritious meals through the Breakfast for All and the National School Lunch Program.

Note: Elementary PE teacher salaries are included in goal A1

B10b. Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services.

B10c. Provide access to nutritious meals through the Breakfast for All and the National School Lunch Program. All students will receive free breakfast and lunch beginning with the 2019-2020 school year.

Note: Elementary PE teacher salaries are included in goal A1

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$721,954	\$713,125	\$818,680
Source	Lottery	Lottery	Lottery
Budget Reference	2000-2999: Classified Personnel Salaries 1100 Nurse and Health Clerk Salaries and Benefits	2000-2999: Classified Personnel Salaries 1100 Nurse and Health Clerk Salaries and Benefits	2000-2999: Classified Personnel Salaries 1100 Nurse and Health Clerk Salaries and Benefits
Amount	\$363,703	\$237,012	\$258,902
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries 6500 Nurse and Health Clerk Salaries and Benefits	2000-2999: Classified Personnel Salaries 6500 Nurse and Health Clerk Salaries and Benefits	2000-2999: Classified Personnel Salaries 6500 Nurse and Health Clerk Salaries and Benefits

Amount	\$20,928	\$16,104	\$13,005
Source	Preschool	Preschool	Preschool
Budget Reference	1000-1999: Certificated Personnel Salaries 6105 Nurse and Health Clerk Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6105 Nurse and Health Clerk Salaries and Benefits	1000-1999: Certificated Personnel Salaries 6105 Nurse and Health Clerk Salaries and 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)

[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)

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

B11 Evidence of physical health  
  
B11a. Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate

2018-19 Actions/Services

B11 Evidence of physical health  
  
B11a. Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate

2019-20 Actions/Services

B11 Evidence of physical health  
  
B11a. Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate

services with community agencies and businesses.

B11b. Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school.

B11c. Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6.

B11d. Provide additional nursing and/or health clerk staff. To attract and retain skilled nursing staff, provide financial incentives above beyond the normal base salary placement.

B11e. Increase or maintain participation in Child Nutrition Services; fresh fruit and vegetable vendors at school sites.

B11f. Increase student and family knowledge of the connection between health and exercise through after school Dance Therapy courses.

Note: B11 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Options

services with community agencies and businesses.

B11b. Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school.

B11c. Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6.

B11d. Provide additional nursing and/or health clerk staff. To attract and retain skilled nursing staff, provide financial incentives above beyond the normal base salary placement.

B11e. Increase or maintain participation in Child Nutrition Services; fresh fruit and vegetable vendors at school sites.

B11f. Increase student and family knowledge of the connection between health and exercise through after school Dance Therapy courses.

Note: B11 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Options

services with community agencies and businesses.

B11b. Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school.

B11c. Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6.

B11d. Provide additional nursing and/or health clerk staff. To attract and retain skilled nursing staff, provide financial incentives above beyond the normal base salary placement.

B11e. Increase or maintain participation in Child Nutrition Services; fresh fruit and vegetable vendors at school sites.

B11f. Increase student and family knowledge of the connection between health and exercise through after school Dance Therapy courses.

Note: B11 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Options



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$700,000	\$770,000	\$800,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8822, 8823 Nurse and Health Clerk Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8822, 8823 Nurse and Health Clerk Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8822, 8823 Nurse and Health Clerk Salaries and 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 C

Provide active family and student Engagement programs which increase participation and results for all students.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:     Ceres Unified Strategic Plan, Local Educational Agency Plan, Ceres Unified Technology Plan

### Identified Need:

1. Increased family engagement
2. Increased input from families regarding school decision-making
3. Increased program offerings; increased participation rate
4. Increased program offerings; increased attendance and achievement
5. Increased program offerings; increased graduation; decreased dropout
6. Increased participation and percentage of positive survey ratings
7. Increased positive participation, attendance, and decreased suspension and expulsion rates

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C1. Increased family engagement	Safe and Civil School surveys of families: "Parents/Families who visit the school are	Maintain 95% or higher  Increase number of family volunteers	Maintain 95% or higher	Maintain 95% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Metric: Safe and Civil Schools Family Survey Data; Volunteer Assistance Program</p>	<p>welcomed, treated with respect, and encouraged to come back.”</p> <p>K-6            7-12</p> <p>2016-2017: 97.4% 95.5%</p> <p>2017-2018: 97.8% 91.6%</p> <p>2018-2019: 91.3% 95.8%</p> <p>Number of parent surveys collected:</p> <p>K-6: 2017-2018: 2,736 2018-2019: 850</p> <p>9-12: 2017-2018: 856 2018-2019: 522</p> <p>Volunteer Assistance Program: Number of Family Volunteers: 2016-2017: 4,562 2017-2018: 4,254 2018-2019: 4,287</p>		<p>Increase number of Safe &amp; Civil Schools Surveys collected from families</p> <p>Increase number of family volunteers</p>	<p>Increase number of Safe &amp; Civil Schools Surveys collected from families</p> <p>Increase number of family volunteers</p>
<p>C2 C3. Increased input from families regarding school decision-making</p> <p>Metric: Governance Meeting Participation</p>	<p>All schools have active School Site Council and English Learner Advisory Committees. In addition, there is a Parent Advisory Committee, District Advisory Committee and</p>	<p>Maintain active participation on school governance teams</p>	<p>Maintain active participation on school governance teams</p>	<p>Maintain active participation on school governance teams</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>a District English Learner Advisory Committee.</p> <p>2017-2018: All schools actively track participation of the members of their School Site Council and English Learner Advisory Committees. In addition, the district tracks participation in the District Advisory Committee and District English Learner Advisory Committee.</p> <p>2018-2019: All schools actively track participation of the members of their School Site Council and English Learner Advisory Committees. In addition, the district tracks participation in the District Advisory Committee and District English Learner Advisory Committee. Finally, all sites invite stakeholders to participate in the district LCAP Stakeholder meetings throughout the year.</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>C4. Increased program offerings</p> <p>Metric: Program Offerings for Families</p>	<p>2016-2017: 433 2017-2018: 434 2018-2019: 440</p>	<p>Increase the number of program offerings</p>	<p>Increase the number of program offerings</p>	<p>Increase the number of program offerings</p>
<p>C5. Increased attendance and achievement</p> <p>Metric: Attendance Rates; Chronic Absenteeism Rates; Truancy Rates; Student Attendance Review Board</p>	<p>Attendance Rates: 2016-2017: 95.28% 2017-2018: 95.40% 2018-2019: 95.37%</p> <p>Chronic Absenteeism: 2016-2017: 9.1% 2017-2018: 11.9% 2018-2019: 9.3%</p> <p>Truancy Rate 2016-2017: 31.4% 2017-2018: 39% 2018-2019: 35%</p> <p>Total # Truants 2016-2017: 4,427 2017-2018: 6,091 2018-2019: 4,784</p> <p>Truancy Letter 1: 3 unexcused absences or extended tardies 2016-2017: 10,009 2017-2018: 6,091 2018-2019: 4,784</p> <p>Truancy Letter 2:</p>	<p>Maintain 95% or higher attendance rate</p> <p>Reduce Chronic Absenteeism to below 5%</p> <p>Reduce Truancy Rate by 5%</p> <p>Reduce the number of total truants and those students receiving Truancy Letters by 5%</p> <p>Maintain pre-SARB intervention and reduce SARB hearing rate by 5%</p>	<p>Maintain 95% or higher attendance rate</p> <p>Reduce Chronic Absenteeism to below 5%</p> <p>Reduce Truancy Rate by 5%</p> <p>Reduce the number of total truants and those students receiving Truancy Letters by 5%</p>	<p>Maintain 95% or higher attendance rate</p> <p>Reduce Chronic Absenteeism to below 5%</p> <p>Reduce Truancy Rate by 5%</p> <p>Reduce the number of total truants and those students receiving Truancy Letters by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>4 unexcused absences or extended tardies 2016-2017: 6,646 2017-2018: 3,136 2018-2019: 2,243</p> <p>Truancy Letter 3: 7 unexcused absences or extended tardies 2016-2017: 3,492 2017-2018: 1,370 2018-2019: 864</p> <p>Pre-SARB Hearings: 2016-2017: 172 2017-2018: 257 2018-2019: 116</p> <p>SARB Hearings: 2016-2017: 47 2017-2018: 56 2018-2019: 16</p>		<p>Maintain pre-SARB intervention and reduce SARB hearing rate by 5%</p>	<p>Maintain pre-SARB intervention and reduce SARB hearing rate by 5%</p>
<p>C6 C7. Increased program offerings; decreased dropout and increased graduation rates</p> <p>Metric: Retention Data; Special Education Identification; Middle School Dropout; High School Dropout; High School Graduation</p>	<p>Retentions: 2016-2017: 58 2017-2018: 22 2018-2019: 13</p> <p>Special Education Initial Identification Rate: 2016-2017: 100 2017-2018: 93 2018-2019: 74</p> <p>Middle School Dropout Rate: 2015-2016: 0.2%</p>	<p>Decrease retentions by 5%</p> <p>Decrease special education initial identification by 5%</p> <p>Maintain Middle School Dropout Rate below 1%</p> <p>Decrease High school Dropout rate to below 5%</p>	<p>Decrease retentions by 5%</p> <p>Decrease special education initial identification by 5%</p> <p>Decrease Middle School Dropout Rate below 1%</p> <p>Maintain High school Dropout rate to below 5%</p>	<p>Decrease retentions by 5%</p> <p>Decrease special education initial identification by 5%</p> <p>Decrease Middle School Dropout Rate below 1%</p> <p>Maintain High school Dropout rate to below 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2016-2017: 0.0% 2017-2018: 0.3% (6 students)</p> <p>High School Dropout Rate: 2015-2016: 2.1% 2016-2017: 1.9% 2017-2018: Not available as of May 2019</p> <p>Graduation Rate: 2015-2016: 87.7% 2016-2017: 85.9% 2017-2018: 84.7%</p>	<p>Increase High School Graduation Rate to above 95%</p>	<p>Increase High School Graduation Rate to above 95%</p>	<p>Increase High School Graduation Rate to above 95%</p>
<p>C8. Increased participation and percentage of positive survey ratings</p> <p>Metric: Valued and Connected Data; Digital Citizenship Data; California Healthy Kids Data; Safe and Civil School Survey Data</p>	<p>Valued and Connected (club participation) 2016-2017: 4,152 students 2017-2018: 3,712 students 2018-2019: 4,370 students</p> <p>California Healthy Kids Survey – Elementary 2012-2013 Student rating of School Environment:  Caring Adults: High 50%; Moderate 45%; Low 5%</p>	<p>Increase percentage of students participating in clubs by 5%</p> <p>Increase California Healthy Kids Survey student rating of school environment so the total of high and moderate levels is above 90%</p> <p>Increase Safe &amp; Civil School Survey student rating by 5%</p>	<p>Increase percentage of students participating in clubs by 5%</p> <p>Increase California Healthy Kids Survey student rating of school environment so the total of high and moderate levels is above 90%</p> <p>Increase Safe &amp; Civil School Survey student rating by 5%</p>	<p>Increase percentage of students participating in clubs by 5%</p> <p>Increase California Healthy Kids Survey student rating of school environment so the total of high and moderate levels is above 90%</p> <p>Increase Safe &amp; Civil School Survey student rating by 5%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Adult Expectations: High 57%; Moderate 39%; Low 3%</p> <p>School Connectedness: High 56%; Moderate 41%; Low 3%</p> <p>No new results for 2017-2018</p> <p>California Healthy Kids Survey – Secondary 2016-2017 Student rating of School Environment:</p> <p>Caring Adults: High 28% Moderate 56% Low 16%</p> <p>Adult Expectations: High 36% Moderate 51% Low 13%</p> <p>School Connectedness: High 47.5% Moderate 42% Low 19%</p> <p>No new results for 2017-2018</p> <p>California Healthy Kids Survey – Secondary 2018-2019 Student rating of School Environment:</p>			



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Caring Adults: High 28% Moderate 56% Low 16%            Adult Expectations: High 33% Moderate 53% Low 14%            School Connectedness: High 42% Moderate 46% Low 12%</p> <p>Safe &amp; Civil School Survey – Elementary 2016-2017            Adults are helpful to students: 95.0%            Adults treat students fairly: 86.0%            Adults treat students respectfully: 93.0%            Adults encourage students to do their best: 95.0%%            If students have a problem, they know they can go to a staff member for help: 93.0%            I am proud to be part of this school: 93.0%</p> <p>Safe &amp; Civil School Survey – Elementary 2017-2018            Adults are helpful to students: 90.4%</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Adults treat students fairly: 82.8%</p> <p>Adults treat students respectfully: 90.6%</p> <p>Adults encourage students to do their best: 93.9%%</p> <p>If students have a problem, they know they can go to a staff member for help: 91.2%</p> <p>I am proud to be part of this school: 90.8%</p> <p>Safe &amp; Civil School Survey – Elementary 2018-2019</p> <p>Adults are helpful to students: 76%</p> <p>Adults treat students fairly: 81%</p> <p>Adults treat students respectfully: 85%</p> <p>Adults encourage students to do their best: 91%</p> <p>If students have a problem, they know they can go to a staff member for help: 76%</p> <p>I am proud to be part of this school: 77%</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Safe &amp; Civil School Survey – Secondary 2016-2017</p> <p>Adults are helpful to students: 82.0%</p> <p>Adults treat students fairly: 71.5%</p> <p>Adults treat students respectfully: 83.5%</p> <p>Adults encourage students to do their best: 81.0%</p> <p>If students have a problem, they know they can go to a staff member for help: 79.5%</p> <p>I am proud to be part of this school: 83.5%</p> <p>Safe &amp; Civil School Survey – Secondary 2017-2018</p> <p>Adults are helpful to students: 81.2%</p> <p>Adults treat students fairly: 71.4%</p> <p>Adults treat students respectfully: 83.2%</p>			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Adults encourage students to do their best: 85.9%</p> <p>If students have a problem, they know they can go to a staff member for help: 77.6%</p> <p>I am proud to be part of this school: 80.8%</p> <p>Safe &amp; Civil School Survey – Secondary 2018-2019</p> <p>Adults are helpful to students: 72%</p> <p>Adults treat students fairly: 74%</p> <p>Adults treat students respectfully: 73%</p> <p>Adults encourage students to do their best: 81%</p> <p>If students have a problem, they know they can go to a staff member for help: 70%</p> <p>I am proud to be part of this school: 69%</p>			
<p>C9. Decreased suspensions and expulsions</p> <p>Metric: Suspension Rates; Expulsion Rates</p>	<p>Suspension Rate:  2014-2015: 8.6%  2015-2016: 7.7%  2016-2017: 10.1%  2017-2018: 7.0%</p>	<p>Decrease suspension rate by 5%</p> <p>Maintain expulsion rate below 1%</p>	<p>Decrease suspension rate by 5%</p> <p>Maintain expulsion rate below 1%</p>	<p>Decrease suspension rate by 5%</p> <p>Maintain expulsion rate below 1%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Expulsion Rate: 2014-2015: 0.1% 2015-2016: 0.17% 2016-2017: 0.29% 2017-2018: 0.3%			

## 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)

[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

Unchanged Action

2019-20 Actions/Services

## C1 Research based family engagement practices

C1a. Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include Connect Ed, text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend campus events.

C1b. Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals. Increase participation in Safe and Civil Schools surveys.

C1c. Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program.

C1d. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share cultural and educational resources.

C1e. Provide access to computers and Internet at schools during school hours and through the ASES program so families can access educational resources (Parent Portal, school websites, college preparation resources, etc.). Provide

## C1 Research based family engagement practices

C1a. Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend campus events.

C1b. Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals. Increase participation in Safe and Civil Schools surveys.

C1c. Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program. Schools will reach out to volunteers from previous years to encourage them to participate in volunteer opportunities.

C1d. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share cultural and educational resources.

C1e. Provide access to computers and Internet at schools during school hours and through the ASES program so families can access educational resources (Parent

## C1 Research based family engagement practices

C1a. Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend campus events.

C1b. Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals. Increase participation in Safe and Civil Schools surveys.

C1c. Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program. Schools will reach out to volunteers from previous years to encourage them to participate in volunteer opportunities.

C1d. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share cultural and educational resources.

C1e. Provide access to computers and Internet at schools during school hours and through the ASES program so families can access educational resources (Parent

computer stations with Internet access; training and staff to support family access.

C1f. Support a family-friendly environment through translation and childcare.

Note: C1 actions and services are represented in A4 Increased Site Allocation, B2 Educational Services

Portal, school websites, college preparation resources, etc.). Provide computer stations with Internet access; training and staff to support family access.

C1f. Support a family-friendly environment through translation and childcare. Provide customer service training to school and district employees.

Note: C1 actions and services are represented in A4 Increased Site Allocation, B2 Educational Services

Portal, school websites, college preparation resources, etc.). Provide computer stations with Internet access; training and staff to support family access.

C1f. Support a family-friendly environment through translation and childcare. Provide customer service training to school and district employees.

Note: C1 actions and services are represented in A4 Increased Site Allocation, B2 Educational Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$148,000	\$165,448
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 8826 Salary and benefits and software	3000-3999: Employee Benefits 8826 Salary and benefits and software

**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)

**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

Modified Action

Unchanged Action

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

C2 Family input in school decision making

C2 Family input in school decision making

C2 Family input in school decision making

C2a. Actively recruit participation of families in school advisory teams and ensure site and district advisory groups include representation from families knowledgeable in the unique educational needs of each Ceres subpopulation. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited

C2a. Actively recruit participation of families in school advisory teams and ensure site and district advisory groups include representation from families knowledgeable in the unique educational needs of each Ceres student group. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited

C2a. Actively recruit participation of families in school advisory teams and ensure site and district advisory groups include representation from families knowledgeable in the unique educational needs of each Ceres student group. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited

- Parent Advisory
- District Advisory
- District English Learner Advisory
- School Site Council
- English Learner Advisory Committee

- Parent Advisory
- District Advisory
- District English Learner Advisory
- School Site Council
- English Learner Advisory

- Parent Advisory
- District Advisory
- District English Learner Advisory
- School Site Council
- English Learner Advisory

Note: C2 actions and services are represented in A7 Principal Salaries

Note: C2 actions and services are represented in A7 Principal Salaries

Note: C2 actions and services are represented in A7 Principal Salaries

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

**Action 3**



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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**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

LEA-wide

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

C3 Family input in school decision making

C3 Family input in school decision making

C3 Family input in school decision making

C3a. Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Low Income, English Learner, Migrant, Foster, Homeless, and Special Education youth.

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C3a. Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Low Income, English Learner, Migrant, Foster, Homeless, and Special Education youth.

C3b. Foster Youth Parents and partners participate in the Superintendent's Parent Advisory as well as the Community Stakeholder groups, which also serve as LCAP Stakeholder groups. In addition, the

C3b. Foster Youth Parents and partners participate in the Superintendent's Parent Advisory as well as the Community Stakeholder groups, which also serve as LCAP Stakeholder groups. In addition, the

C3b. Foster Youth Parents and partners participate in the Superintendent's Parent Advisory as well as the Community Stakeholder groups, which also serve as LCAP Stakeholder groups. In addition, the

Foster Liaison promotes parent participation on School Site Council at the students' specific school sites.

Note: C3 actions and services are represented in A4 Increased Site Allocation, B2 Educational Options

Foster Liaison promotes parent participation on School Site Council at the students' specific school sites.

Note: C3 actions and services are represented in A4 Increased Site Allocation, B2 Educational Options

Foster Liaison promotes parent participation on School Site Council at the students' specific school sites.

Note: C3 actions and services are represented in A4 Increased Site Allocation, B2 Educational Options

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

**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)  
 [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

2018-19 Actions/Services

2019-20 Actions/Services

C4 Educational programs, designed for families, to empower them in supporting student achievement and success.

C4a. Provide educational programs for families related to digital citizenship and digital literacy and using educational technology to support student achievement.

C4b. Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.)

C4c. Extend application of learning and student achievement through provision of curriculum and supplies for home use.

C4d. Provide adult education programs to increase educational resources for families (e.g., General Educational Development test, English as a Second Language, Spanish as a Second Language, Digital Literacy, job skills).

C4e. Work with community-based agencies to develop and provide family-based educational programs to empower and strengthen families (e.g. resources related to financial literacy, poverty, substance abuse, supporting academic achievement).

C4 Educational programs, designed for families, to empower them in supporting student achievement and success.

C4a. Provide educational programs for families related to digital citizenship and digital literacy and using educational technology to support student achievement.

C4b. Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.)

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C4b. Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.)

C4c. Extend application of learning and student achievement through provision of curriculum and supplies for home use.

C4d. Provide adult education programs to increase educational resources for families (e.g., General Educational Development test, English as a Second Language, Spanish as a Second Language, Digital Literacy, job skills).

C4e. Work with community-based agencies to develop and provide family-based educational programs to empower and strengthen families (e.g. resources related to financial literacy, poverty, substance abuse, supporting academic achievement).

C4f. Provide information and guidance regarding services for Transitional Age Foster Youth (i.e., age 18-24 years) related to independent living programs/transitional housing, work-ready programs (e.g. AspiraNet).

Note: C4 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Services, B2 Educational Options, B4 College Readiness

C4f. Provide information and guidance regarding services for Transitional Age Foster Youth (i.e., age 18-24 years) related to independent living programs/transitional housing, work-ready programs (e.g. AspiraNet).

Note: C4 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Services, B2 Educational Options, B4 College Readiness

C4f. Provide information and guidance regarding services for Transitional Age Foster Youth (i.e., age 18-24 years) related to independent living programs/transitional housing, work-ready programs (e.g. AspiraNet).

Note: C4 actions and services are also represented in A4 Increased Site Allocation, B2 Educational Services, B2 Educational Options, B4 College Readiness

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,178	\$107,501	\$86,642
Source	Adult Education	Adult Education	Adult Education
Budget Reference	0000-8000 3905 Salaries and Benefits, Books and Supplies	0000-8000 3905 Salaries and Benefits, Books and Supplies	0000-8000 3905 Salaries and Benefits, Books and Supplies
Amount	\$87,994	\$84,950	\$111,313
Source	Adult Education	Adult Education	Adult Education
Budget Reference	0000-8000 3913 Salaries and Benefits, Books and Supplies	0000-8000 3913 Salaries and Benefits, Books and Supplies	0000-8000 3913 Salaries and Benefits, Books and Supplies
Amount	\$15,918	\$0	\$0
Source	Adult Education WIA	Adult Education WIA	Adult Education WIA
Budget Reference	0000-8000 3926 Salaries and Benefits, Books and Supplies, Services	0000-8000 3926 Salaries and Benefits, Books and Supplies, Services	0000-8000 3926 Salaries and Benefits, Books and Supplies, Services

Amount	\$539,583	\$765,069	\$978,275
Source	Adult Education Block Grant	Adult Education Block Grant	Adult Education Block Grant
Budget Reference	0000-8000 6391 Salaries and Benefits, Books and Supplies, Services	0000-8000 6391 Salaries and Benefits, Books and Supplies, Services	0000-8000 6391 Salaries and Benefits, Books and Supplies, Services
Amount	\$200,000	\$200,000	\$200,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8871 Salaries and Benefits, Books and Supplies, Services	0000-8000 0000-8871 Salaries and Benefits, Books and Supplies, Services	0000-8000 0000-8871 Salaries and Benefits, Books and Supplies, Services

### 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)

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

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

Unchanged Action

2019-20 Actions/Services

C5 Active family and student support and intervention to increase school attendance.

C5a. Develop and implement systems for monitoring and improving student attendance to increase attendance, reduce chronic absenteeism, and decrease truancy for students in every subpopulation.

C5b. Purchase electronic attendance monitoring system to improve communication with families.

C5c. Conduct home visits and work with families regarding individual needs of chronically absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance.

C5d. Learning Directors, Community Liaisons, Assistant Principals, and Administrative Assistants will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support.

C5e. Provide site and district Community Liaisons to facilitate the home to school to community connections to increase access to family resources.

C5f. Ensure Foster Youth, Foster parents, and Learning Directors are aware of AB167 pertaining to high school

C5 Active family and student support and intervention to increase school attendance.

C5a. Develop and implement systems for monitoring and improving student attendance reducing chronic absenteeism, and decreasing truancy for students in every student group.

C5b. Subscribe to an electronic attendance monitoring system to improve communication with families.

C5c. Conduct home visits and work with families regarding individual needs of chronically absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance.

C5d. Learning Directors, Community Liaisons, Assistant Principals, and Administrative Assistants will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support.

C5e. Provide site and district Community Liaisons to facilitate the home to school to community connections to increase access to family resources.

C5f. Ensure Foster Youth, Foster parents, and Learning Directors are aware of AB167 pertaining to high school graduation requirements and a 5th year

C5 Active family and student support and intervention to increase school attendance.

C5a. Develop and implement systems for monitoring and improving student attendance reducing chronic absenteeism, and decreasing truancy for students in every student group.

C5b. Subscribe to an electronic attendance monitoring system to improve communication with families.

C5c. Conduct home visits and work with families regarding individual needs of chronically absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance.

C5d. Learning Directors, Community Liaisons, Assistant Principals, and Administrative Assistants will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support.

C5e. Provide site and district Community Liaisons to facilitate the home to school to community connections to increase access to family resources.

C5f. Ensure Foster Youth, Foster parents, and Learning Directors are aware of AB167 pertaining to high school graduation requirements and a 5th year

graduation requirements and a 5th year option for Foster Youth to satisfy UC/CSU a-g Requirements.

Note: C5 actions and services are also represented in A4 Increased Site Allocation software for Chronic Absenteeism (0000-8825)

option for Foster Youth to satisfy UC/CSU a-g Requirements.

Note: C5 actions and services are also represented in A4 Increased Site Allocation software for Chronic Absenteeism (0000-8825)

option for Foster Youth to satisfy UC/CSU a-g Requirements.

Note: C5 actions and services are also represented in A4 Increased Site Allocation software for Chronic Absenteeism (0000-8825)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,260	\$17,236	\$0
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries 9215 Community Liaison Salaries and Benefits	2000-2999: Classified Personnel Salaries 9215 Community Liaison Salaries and Benefits	2000-2999: Classified Personnel Salaries 9215 Community Liaison Salaries and Benefits
Amount	\$75,000	\$77,000	\$113,136
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 0000-8822 Community Liaison Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8822 Community Liaison Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000-8822 Community Liaison Salaries and Benefits
Amount	\$70,000	\$70,000	\$70,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

### Action 6

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

**Students to be Served:**

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

**Location(s):**

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

All

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

Modified Action

Unchanged Action

**2017-18 Actions/Services**

C6 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.

C6a. Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.

C6b. Provide professional learning time through staff meetings to analyze data and instructional effectiveness.

Note: C6 actions and services are represented in A7 Principal Salaries

**2018-19 Actions/Services**

C6 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.

C6a. Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.

C6b. Provide professional learning time to analyze data and instructional effectiveness.

Note: C6 actions and services are represented in A7 Principal Salaries

**2019-20 Actions/Services**

C6 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.

C6a. Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.

C6b. Provide professional learning time to analyze data and instructional effectiveness.

Note: C6 actions and services are represented in A7 Principal Salaries



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

**Action 7**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
---	--

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="Modified Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Unchanged Action"/>
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
C7 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.  C7a. Provide professional learning time through additional planning time, release - time, and performance contracts to analyze data and instructional	C7 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.  C7a. Provide professional learning time through planning time, release time, and performance contracts to analyze data and instructional effectiveness and plan interventions to meet identified needs.	C7 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.  C7a. Provide professional learning time through planning time, release time, and performance contracts to analyze data and instructional effectiveness and plan interventions to meet identified needs.

effectiveness and then to plan interventions to meet identified needs.

C7b. Foster Youth Liaison will participate in professional learning opportunities to increase knowledge and skills to advocate, guide, and counsel Foster Youth (i.e. Reaching Kids who are Hardest to Reach and Trauma-informed Strategies trainings).

C7c. FY Liaison shall conduct at least once annually, an informal luncheon with high school aged-Foster Youth in order to solicit their feedback, input, and ideas pertaining to our district's support for children in foster care to determine best practices and identify improvements to be made.

C7d. Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart).

C7e. Investigate needs of students in alternative education programs, including high school independent study programs, to increase graduation rates.

C7f. Provide an Infant/Toddler Program for Ceres students who are parents to non-school age children.

C7b. Foster Youth Liaison will participate in professional learning opportunities to increase knowledge and skills to advocate, guide, and counsel Foster Youth (i.e. Reaching Kids who are Hardest to Reach and Trauma-informed Strategies trainings).

C7c. Foster Youth Liaison shall conduct at least once annually, an informal luncheon with high school aged-Foster Youth in order to solicit their feedback pertaining to our district's support for children in foster care to determine best practices and identify improvements to be made.

C7d. Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart).

C7e. Determine needs of students in alternative education programs, including high school independent study programs, to increase graduation rates.

C7f. Provide an Infant/Toddler Program for Ceres students who are parents to non-school age children.

C7g. Provide emergency clothing cards, fuel vouchers, bus passes, backpacks and

C7b. Foster Youth Liaison will participate in professional learning opportunities to increase knowledge and skills to advocate, guide, and counsel Foster Youth (i.e. Reaching Kids who are Hardest to Reach and Trauma-informed Strategies trainings).

C7c. Foster Youth Liaison shall conduct at least once annually, an informal luncheon with high school aged-Foster Youth in order to solicit their feedback pertaining to our district's support for children in foster care to determine best practices and identify improvements to be made.

C7d. Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart).

C7e. Determine needs of students in alternative education programs, including high school independent study programs, to increase graduation rates.

C7f. Provide an Infant/Toddler Program for Ceres students who are parents to non-school age children.

C7g. Provide emergency clothing cards, fuel vouchers, bus passes, backpacks and

C7g. Provide emergency clothing cards, fuel vouchers, bus passes, backpacks and school supplies, graduation and/or promotion regalia for homeless students.

Note: C7 actions and services are also represented in A4 Increased Site Allocation, B2Educational Services, B2 Educational Options

school supplies, graduation and/or promotion regalia for homeless students.

Note: C7 actions and services are also represented in A4 Increased Site Allocation, B2Educational Services, B2 Educational Options

school supplies, graduation and/or promotion regalia for homeless students.

Note: C7 actions and services are also represented in A4 Increased Site Allocation, B2Educational Services, B2 Educational Options

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$477,820	\$475,000	\$493,989
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	0000-8000 0000-8830 Teacher Salaries and Benefits and Supplies/Materials for Infant/Young Child Care Program	0000-8000 0000-8830 Teacher Salaries and Benefits and Supplies/Materials for Infant/Young Child Care Program	0000-8000 0000-8830 Teacher Salaries and Benefits and Supplies/Materials for Infant/Young Child Care Program

**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)

All Schools

## Actions/Services

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

Modified Action

### 2017-18 Actions/Services

C8 Safe and civil school environments in which students are safe, involved, valued, and respected.

C8a. Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc)

C8b. Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program.

C8c. Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety.

C8d. Provide opportunities for CUSD Foster Youth to engage with other Foster Youth in the county for support, relationship-building, networking, and to increase their knowledge of navigating the educational system as it pertains to Foster Youth (i.e., California Youth Connection (CYC), Foster Youth Education Summit).

C8e. Continue to support Foster Youth interested in attending co-curricular

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

Modified Action

### 2018-19 Actions/Services

C8 Safe and civil school environments in which students are safe, involved, valued, and respected.

C8a. Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc)

C8b. Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program.

C8c. Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety.

C8d. Provide opportunities for CUSD Foster Youth to engage with other Foster Youth in the county for support, relationship-building, networking, and to increase their knowledge of navigating the educational system as it pertains to Foster Youth (i.e., California Youth Connection (CYC), Foster Youth Education Summit).

C8e. Continue to support Foster Youth interested in attending co-curricular

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

Unchanged Action

### 2019-20 Actions/Services

C8 Safe and civil school environments in which students are safe, involved, valued, and respected.

C8a. Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc)

C8b. Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program.

C8c. Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety.

C8d. Provide opportunities for CUSD Foster Youth to engage with other Foster Youth in the county for support, relationship-building, networking, and to increase their knowledge of navigating the educational system as it pertains to Foster Youth (i.e., California Youth Connection (CYC), Foster Youth Education Summit).

C8e. Continue to support Foster Youth interested in attending co-curricular

activities. Engage foster Youth in extra and co-curricular activities to develop and nurture relationships with others, increase college awareness and career exploration, and create a positive outlook into their future (i.e., field trips, extension learning programs at CSU Stanislaus).

C8f. Provide professional learning for staff to develop empathy and understanding of foster youth unique background and experiences to better serve Foster Youth.

C8g. Provide additional campus supervision to lower staff to student ratio, increasing positive connections and nurturing relationships between adults and students.

C8h. Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart).

C8i. Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the students' and families' perspectives.

C8j. Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, programs (e.g. Red Ribbon week, Anti-

activities. Engage foster Youth in extra and co-curricular activities to develop and nurture relationships with others, increase college awareness and career exploration, and create a positive outlook into their future (i.e., field trips, extension learning programs at CSU Stanislaus).

C8f. Provide professional learning for staff to develop empathy and understanding of foster youth unique background and experiences to better serve Foster Youth.

C8g. Provide additional campus supervision to lower staff to student ratio, increasing positive connections and nurturing relationships between adults and students.

C8h. Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart).

C8i. Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the students' and families' perspectives.

C8j. Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, and programs (e.g. Red Ribbon week,

activities. Engage foster Youth in extra and co-curricular activities to develop and nurture relationships with others, increase college awareness and career exploration, and create a positive outlook into their future (i.e., field trips, extension learning programs at CSU Stanislaus).

C8f. Provide professional learning for staff to develop empathy and understanding of foster youth unique background and experiences to better serve Foster Youth.

C8g. Provide additional campus supervision to lower staff to student ratio, increasing positive connections and nurturing relationships between adults and students.

C8h. Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart).

C8i. Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the students' and families' perspectives.

C8j. Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, and programs (e.g. Red Ribbon week,

Bully week, Point Break, Every Monday Matters, I Choose Civility).

C8k. Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses

C8l. Provide additional school resource officers to increase safety, coordination of services with local law enforcement, and positive role models for students.

C8m. Increase or maintain the K-8 After School Education and Safety program to allow participation in enrichment activities in a safe learning environment. Increase or maintain ASES staff; provide training for ASES staff in ways to address LCAP goals for increasing school connectedness.

C8n. Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games, homework assistance, educational field trips, and presentations and events from community based programs.

Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility).

C8k. Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses

C8l. Provide additional school resource officers and other safety measures to increase safety, coordination of services with local law enforcement, and positive role models for students.

C8m. Increase or maintain the K-8 After School Education and Safety program to allow participation in enrichment activities in a safe learning environment. Provide training for ASES staff in ways to address LCAP goals for increasing school connectedness.

C8n. Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games, homework assistance, educational field trips, and presentations and events from community based programs.

Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility).

C8k. Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses

C8l. Provide additional school resource officers and other safety measures to increase safety, coordination of services with local law enforcement, and positive role models for students.

C8m. Increase or maintain the K-8 After School Education and Safety program to allow participation in enrichment activities in a safe learning environment. Provide training for ASES staff in ways to address LCAP goals for increasing school connectedness.

C8n. Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games, homework assistance, educational field trips, and presentations and events from community based programs.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$30,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000-8301 Sports Physicals	5000-5999: Services And Other Operating Expenditures 0000-8301 Sports Physicals	5000-5999: Services And Other Operating Expenditures 0000-8301 Sports Physicals
Amount	\$475,292	\$511,771	\$623,118
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 0000 Campus Supervision Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000 Campus Supervision Salaries and Benefits	2000-2999: Classified Personnel Salaries 0000 Campus Supervision Salaries and Benefits
Amount	\$605,150	\$665,802	\$716,457
Source	Lottery	Lottery	Lottery
Budget Reference	2000-2999: Classified Personnel Salaries 1100 Campus Supervision Salaries and Benefits	2000-2999: Classified Personnel Salaries 1100 Campus Supervision Salaries and Benefits	2000-2999: Classified Personnel Salaries 1100 Campus Supervision Salaries and Benefits
Amount	\$122,625	\$123,000	\$101,000
Source	Lottery	Lottery	Lottery
Budget Reference	2000-2999: Classified Personnel Salaries 1100 School Resource Officer	2000-2999: Classified Personnel Salaries 1100 School Resource Officer	2000-2999: Classified Personnel Salaries 1100 School Resource Officer
Amount	\$300,000	\$400,000	\$600,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 0000-8821 School Resource Officer	5000-5999: Services And Other Operating Expenditures 0000-8821 School Resource Officer	5000-5999: Services And Other Operating Expenditures 0000-8821 School Resource Officer

Amount	\$1,566,585	\$1,710,711	\$1,735,585
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	0000-8000 6010 ASES Salaries and Benefits, Books and Supplies, Services/Operating	0000-8000 6010 ASES Salaries and Benefits, Books and Supplies, Services/Operating	0000-8000 6010 ASES Salaries and Benefits, Books and Supplies, Services/Operating
Amount			\$22,000
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 0000-8827 MTSS/PBIS

### 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)

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action



## 2017-18 Actions/Services

C9 Evidence of healthy decision making and citizenship.

C9a. Learning Directors, Assistant Principals, and Administrative Assistants will actively gather, analyze, and monitor student recognition and discipline data for students in every subgroup; ensure proportionate recognition and discipline for subpopulations.

C9b. Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students.

C9c. Continue to develop and implement systems of support and instruction regarding healthy decision making and the negative consequences related to fighting, alcohol and drug use.

Note: C9 actions and services are also represented in A4 Increased Site Allocation, B2 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, and B9 Mental Health Services

## 2018-19 Actions/Services

C9 Evidence of healthy decision making and citizenship.

C9a. Learning Directors, Assistant Principals, and Administrative Assistants will actively gather, analyze, and monitor student recognition and discipline data for students in every student group; ensure proportionate recognition and discipline for student groups.

C9b. Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students.

C9c. Continue to develop and implement systems of support and instruction regarding healthy decision making and the negative consequences related to fighting, alcohol and drug use.

Note: C9 actions and services are also represented in A4 Increased Site Allocation, B2 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, and B9 Mental Health Services

## 2019-20 Actions/Services

C9 Evidence of healthy decision making and citizenship.

C9a. Learning Directors, Assistant Principals, and Administrative Assistants will actively gather, analyze, and monitor student recognition and discipline data for students in every student group; ensure proportionate recognition and discipline for student groups.

C9b. Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students.

C9c. Continue to develop and implement systems of support and instruction regarding healthy decision making and the negative consequences related to fighting, alcohol and drug use.

Note: C9 actions and services are also represented in A4 Increased Site Allocation, B2 Assistant Principals, Learning Directors, Administrative Assistants, Educational Services, and Educational Options, and B9 Mental Health Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	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

\$37,464,359

Percentage to Increase or Improve Services

32.84%

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).

With an 85.8% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Knowing this, actions and services in this Local Control Accountability Plan are provided on a districtwide basis, with the supplemental and concentration grant dollars principally directed toward meeting the needs of school-dependent students.

The Ceres Unified Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 32.84% to proportionally meet the educational needs of low income, foster youth, and English learners above and beyond services provided for all students. The actions and services within this Local Control Accountability plan are designed to increase and improve services for high needs students, including low income, English learners, and foster youth. Our focus is to grow services in both quality and quantity to serve Ceres students and families in equitable learning environments designed to close barriers and eliminate the soft bigotry that is a consequence of low expectations (Muhammad, 2015).

Feedback from needs analyses and evaluation of 2018-2019 actions and services, including input from LCAP Stakeholder groups, identified several keys areas of service that will provide the most effective use of funds to meet the school's goals for unduplicated pupils in the state and local priority areas. These services will include academic, social-emotional, physical, and mental health and educational needs of Ceres students and families. Professional learning and specific actions and services for each goal are designed to support educational achievement and college and career readiness for Ceres Unified students.

Goal A: Conditions of Learning

A1|A2 Fully credentialed, highly qualified teachers and instructional staff

A3|A4 Standards-aligned instructional materials, including educational technology

A5|A6 Learning environments with facilities in good repair

A7|A8 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A9|A10 Access to a broad course of study

Goal B: Pupil Outcomes Goal

B1|B2 Student achievement

B3|B4 College and career readiness

B5 English learners attaining proficiency in English acquisition and academics

B6 English learner reclassification and ongoing achievement

B7|B8 Advanced Placement participation and proficiency

B9 Evidence of mental health

B10|B11 Evidence of physical health

C: Family and Student Engagement

C1 Research based family engagement practices

C2|C3 Family input in school decision making

C4 Educational programs, designed for families, to empower them in supporting student achievement and success.

C5 Active family and student support and intervention to increase school attendance.

C6|C7 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.

C8 Safe and civil school environments in which students are safe, involved, valued, and respected.

C9 Evidence of healthy decision making and citizenship.

Providing high levels of academic and wrap around services on a districtwide basis will raise the level of education for all students in Ceres. As Dr. Anthony Muhammad emphasizes in his book *Overcoming the Achievement Gap Trap*, in high achieving schools, internal and external obstacles are viewed as “challenges and opportunities for growth and to do what is perceived as impossible...they recognize that students are not at risk but...school dependent. They believe that with the right guidance, resources, and enough time, ALL students can become academically and socially successful”. This is a belief at the core of the goals, actions, and services of the Ceres Unified Local Control Accountability Plan.

Educational research and action research within Ceres Unified have demonstrated the proposed use of funds will effectively meet the needs of our students. We know from the extensive work of Dr. Anthony Muhammad and Dr. Pedro Noguera that critical characteristics of high achieving schools include a focus on equity and achievement; a focus on teaching and learning through a coherent instructional system; an equity-focused learning environment with high expectations and intellectual, social, physical, and emotional supports for all students, and a welcoming environment which creates strong parent-community-school ties in support of multiple forms of student success (Boykin & Noguera, 2011; Muhammad, 2015; Noguera & Blankenstein, 2015). We also know from the extensive school reform research upon which the Elementary and Secondary Education Act is based that “by affecting the entire program of instruction, the overall education of children in the most impoverished schools can be improved” (www2.ed.gov).

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$34,624,431

33.47%

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).

With an 87.2% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Knowing this, actions and services in this Local Control Accountability Plan are provided on a districtwide basis, with the supplemental and concentration grant dollars principally directed toward meeting the needs of school-dependent students.

The Ceres Unified Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 33.47% to proportionally meet the educational needs of low income, foster youth, and English learners above and beyond services provided for all students. The actions and services within this Local Control Accountability plan are designed to increase and improve services for high needs students, including low income, English learners, and foster youth. Our focus is to grow services in both

quality and quantity to serve Ceres students and families in equitable learning environments designed to close barriers and eliminate the soft bigotry that is a consequence of low expectations (Muhammad, 2015).

Feedback from needs analyses and evaluation of 2017-2018 actions and services, including input from LCAP Stakeholder groups, identified several key areas of service that will provide the most effective use of funds to meet the school's goals for unduplicated pupils in the state and local priority areas. These services will include academic, social-emotional, physical, and mental health and educational needs of Ceres students and families. Professional learning and specific actions and services for each goal are designed to support educational achievement and college and career readiness for Ceres Unified students.

#### Goal A: Conditions of Learning

A1|A2 Fully credentialed, highly qualified teachers and instructional staff

A3|A4 Standards-aligned instructional materials, including educational technology

A5|A6 Learning environments with facilities in good repair

A7|A8 Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A9|A10 Access to a broad course of study

#### Goal B: Pupil Outcomes Goal

B1|B2 Student achievement

B3|B4 College and career readiness

B5 English learners attaining proficiency in English acquisition and academics

B6 English learner reclassification and ongoing achievement

B7|B8 Advanced Placement participation and proficiency

B9 Evidence of mental health

B10|B11 Evidence of physical health

#### C: Family and Student Engagement

C1 Research based family engagement practices

C2|C3 Family input in school decision making

C4 Educational programs, designed for families, to empower them in supporting student achievement and success.

C5 Active family and student support and intervention to increase school attendance.

C6|C7 Identification of at-risk students, intervening to reduce dropout and increase graduation rates.

C8 Safe and civil school environments in which students are safe, involved, valued, and respected.

C9 Evidence of healthy decision making and citizenship.

Providing high levels of academic and wrap around services on a districtwide basis will raise the level of education for all students in Ceres. As Dr. Anthony Muhammad emphasizes in his book *Overcoming the Achievement Gap Trap*, in high achieving schools, internal and external obstacles are viewed as “challenges and opportunities for growth and to do what is perceived as impossible...they recognize that students are not at risk but...school dependent. They believe that with the right guidance, resources, and enough time, ALL students can become academically and socially successful”. This is a belief at the core of the goals, actions, and services of the Ceres Unified Local Control Accountability Plan.

With an 87.2% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Knowing this, actions and services in this Local Control Accountability Plan are provided on a districtwide basis, with the supplemental and concentration grant dollars principally directed toward meeting the needs of school-dependent students.

Educational research and action research within Ceres Unified have demonstrated the proposed use of funds will effectively meet the needs of our students. We know from the extensive work of Dr. Anthony Muhammad and Dr. Pedro Noguera that critical characteristics of high achieving schools include a focus on equity and achievement; a focus on teaching and learning through a coherent instructional system; an equity-focused learning environment with high expectations and intellectual, social, physical, and emotional supports for all students, and a welcoming environment which creates strong parent-community-school ties in support of multiple forms of student success (Boykin & Noguera, 2011; Muhammad, 2015; Noguera & Blankenstein, 2015). We also know from the extensive school reform research upon which the Elementary and Secondary Education Act is based that “by affecting the entire program of instruction, the overall education of children in the most impoverished schools can be improved” ([www2.ed.gov](http://www2.ed.gov)).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$31,473,461

Percentage to Increase or Improve Services

31.21%

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).

In 2017-2018, Ceres Unified will receive \$31,473,461 LCFF Supplemental and Concentration funds, an increase of \$2,277,933 over 2016-2017, on the basis of the number and concentration of low income, foster youth and English learner students. With an 87.1% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Knowing this, actions and services in this Local Control Accountability Plan are provided on a districtwide basis, with the supplemental and concentration grant dollars principally directed toward meeting the needs of school-dependent students.

The Ceres Unified Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 31.21% to proportionally meet the educational needs of low income, foster youth, and English learners above and beyond services provided for all students. The actions and services within this Local Control Accountability plan are designed to increase and improve services for high needs students, including low income, English learners, and foster youth. Our focus is to grow services in both quality and quantity to serve Ceres students and families in equitable learning environments designed to close barriers and eliminate the soft bigotry that is a consequence of low expectations (Muhammad, 2015).

Feedback from needs analyses and evaluation of 2016-2017 actions and services, including input from LCAP Stakeholder groups, identified several key areas of service that will provide the most effective use of funds to meet the school's goals for unduplicated pupils in the state and local priority areas. These services will include academic, social-emotional, physical, and mental health and educational needs of Ceres students and families. Professional learning and specific actions and services for each goal are designed to support educational achievement and college and career readiness for Ceres Unified students.

#### Goal A: Conditions of Learning

A1. Fully credentialed, highly qualified teachers and instructional staff

A2. Standards-aligned instructional materials, including educational technology

A3. Learning environments with facilities in good repair

A4. Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

A5. Access to a broad course of study

#### Goal B: Pupil Outcomes Goal



- B1. Student achievement
- B2. College and career readiness
- B3. English learners attaining proficiency in English acquisition and academics
- B4. English learner reclassification and ongoing achievement
- B5. Advanced Placement participation and proficiency
- B6. Evidence of mental health
- B7. Evidence of physical health

C: Family and Student Engagement

- C1. Research based family engagement practices
- C2. Family input in school decision making
- C3. Educational programs, designed for families, to empower them in supporting student achievement and success.
- C4. Active family and student support and intervention to increase school attendance.
- C5. Identification of at-risk students, intervening to reduce dropout and increase graduation rates.
- C6. Safe and civil school environments in which students are safe, involved, valued, and respected.
- C7. Evidence of healthy decision making and citizenship.

Providing high levels of academic and wrap around services on a districtwide basis will raise the level of education for all students in Ceres. As Dr. Anthony Muhammad emphasizes in his book *Overcoming the Achievement Gap Trap*, in high achieving schools, internal and external obstacles are viewed as “challenges and opportunities for growth and to do what is perceived as impossible...they recognize that students are not at risk but...school dependent. They believe that with the right guidance, resources, and enough time, ALL students can become academically and socially successful”. This is a belief at the core of the goals, actions, and services of the Ceres Unified Local Control Accountability Plan.

With an 87.1% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Knowing this, actions and services in this Local Control Accountability Plan are provided on a districtwide basis, with the supplemental and concentration grant dollars principally directed toward meeting the needs of school-dependent students.

Educational research and action research within Ceres Unified have demonstrated the proposed use of funds will effectively meet the needs of our students. We know from the extensive work of Dr. Anthony Muhammad and Dr. Pedro Noguera that critical characteristics of high achieving schools include a focus on equity and achievement; a focus on teaching and learning through a coherent instructional system; an equity-focused learning environment with high expectations and intellectual, social, physical, and emotional supports for all students, and a welcoming environment which creates strong parent-community-school ties in support of

multiple forms of student success (Boykin & Noguera, 2011; Muhammad, 2015; Noguera & Blankenstein, 2015). We also know from the extensive school reform research upon which the Elementary and Secondary Education Act is based that “by affecting the entire program of instruction, the overall education of children in the most impoverished schools can be improved” ([www2.ed.gov](http://www2.ed.gov)).

# 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](mailto: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	124,596,288.00	130,152,092.00	117,058,087.00	124,596,288.00	130,504,071.00	372,158,446.00
	261,074.00	301,157.00	0.00	261,074.00	224,064.00	485,138.00
Adult Education	192,451.00	194,565.00	124,172.00	192,451.00	197,955.00	514,578.00
Adult Education Block Grant	765,069.00	964,846.00	539,583.00	765,069.00	978,275.00	2,282,927.00
Adult Education WIA	0.00	0.00	15,918.00	0.00	0.00	15,918.00
After School Education and Safety (ASES)	1,710,711.00	1,710,311.00	1,566,585.00	1,710,711.00	1,735,585.00	5,012,881.00
Base	46,983,040.00	48,443,661.00	43,208,417.00	46,983,040.00	48,318,249.00	138,509,706.00
Education Protection Account	17,481,446.00	18,014,179.00	17,323,888.00	17,481,446.00	17,940,334.00	52,745,668.00
Head Start	584,260.00	7,786.00	604,566.00	584,260.00	7,806.00	1,196,632.00
Instruction Materials	326,775.00	1,310,000.00	1,250,000.00	326,775.00	1,310,000.00	2,886,775.00
Lottery	1,501,927.00	1,605,441.00	1,449,729.00	1,501,927.00	1,636,137.00	4,587,793.00
Other	6,246,085.00	5,953,442.00	5,773,402.00	6,246,085.00	6,458,948.00	18,478,435.00
Preschool	709,300.00	1,276,751.00	699,101.00	709,300.00	1,273,051.00	2,681,452.00
Restricted Lottery	798,629.00	1,047,871.00	921,262.00	798,629.00	1,047,871.00	2,767,762.00
Special Education	7,505,356.00	7,750,674.00	7,896,037.00	7,505,356.00	7,728,370.00	23,129,763.00
Supplemental	649,409.00	477,976.00	582,137.00	649,409.00	486,586.00	1,718,132.00
Supplemental and Concentration	34,856,317.00	37,320,361.00	31,871,356.00	34,856,317.00	37,366,382.00	104,094,055.00
Title I	2,434,391.00	2,517,857.00	2,103,147.00	2,434,391.00	2,534,295.00	7,071,833.00
Title II	884,866.00	786,371.00	279,158.00	884,866.00	792,231.00	1,956,255.00
Title III	705,182.00	468,843.00	849,629.00	705,182.00	467,932.00	2,022,743.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	124,596,288.00	130,152,092.00	117,058,087.00	124,596,288.00	130,504,071.00	372,158,446.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000-8000	27,144,566.00	28,151,239.00	23,802,572.00	27,144,566.00	28,746,918.00	79,694,056.00
1000-1999: Certificated Personnel Salaries	82,480,544.00	85,090,350.00	76,109,506.00	82,480,544.00	84,612,514.00	243,202,564.00
2000-2999: Classified Personnel Salaries	6,280,315.00	6,795,532.00	6,039,314.00	6,280,315.00	6,968,858.00	19,288,487.00
3000-3999: Employee Benefits	148,000.00	158,520.00	0.00	148,000.00	165,448.00	313,448.00
4000-4999: Books And Supplies	5,104,246.00	6,405,966.00	7,112,527.00	5,104,246.00	6,318,391.00	18,535,164.00
5000-5999: Services And Other Operating Expenditures	3,438,617.00	3,550,485.00	3,994,168.00	3,438,617.00	3,691,942.00	11,124,727.00

\* 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	124,596,288.0 0	130,152,092.0 0	117,058,087.0 0	124,596,288.0 0	130,504,071.0 0	372,158,446.0 0
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0000-8000		0.00	0.00	0.00	0.00	0.00	0.00
0000-8000	Adult Education	192,451.00	194,565.00	124,172.00	192,451.00	197,955.00	514,578.00
0000-8000	Adult Education Block Grant	765,069.00	964,846.00	539,583.00	765,069.00	978,275.00	2,282,927.00
0000-8000	Adult Education WIA	0.00	0.00	15,918.00	0.00	0.00	15,918.00
0000-8000	After School Education and Safety (ASES)	1,710,711.00	1,710,311.00	1,566,585.00	1,710,711.00	1,735,585.00	5,012,881.00
0000-8000	Base	482,310.00	484,921.00	567,291.00	482,310.00	497,204.00	1,546,805.00
0000-8000	Other	5,975,007.00	5,717,612.00	5,280,843.00	5,975,007.00	6,223,118.00	17,478,968.00
0000-8000	Supplemental and Concentration	16,410,056.00	17,655,799.00	14,686,428.00	16,410,056.00	17,686,366.00	48,782,850.00
0000-8000	Title I	1,097,667.00	963,291.00	801,447.00	1,097,667.00	960,737.00	2,859,851.00
0000-8000	Title II	486,371.00	416,313.00	193,691.00	486,371.00	423,487.00	1,103,549.00
0000-8000	Title III	24,924.00	43,581.00	26,614.00	24,924.00	44,191.00	95,729.00
1000-1999: Certificated Personnel Salaries		261,074.00	301,157.00	0.00	261,074.00	224,064.00	485,138.00
1000-1999: Certificated Personnel Salaries	Base	44,825,342.00	46,131,491.00	41,061,666.00	44,825,342.00	45,980,985.00	131,867,993.0 0
1000-1999: Certificated Personnel Salaries	Education Protection Account	17,481,446.00	18,014,179.00	17,323,888.00	17,481,446.00	17,940,334.00	52,745,668.00
1000-1999: Certificated Personnel Salaries	Head Start	584,260.00	7,786.00	604,566.00	584,260.00	7,806.00	1,196,632.00
1000-1999: Certificated Personnel Salaries	Preschool	709,300.00	1,276,751.00	699,101.00	709,300.00	1,273,051.00	2,681,452.00
1000-1999: Certificated Personnel Salaries	Special Education	7,268,344.00	7,496,735.00	7,532,334.00	7,268,344.00	7,469,468.00	22,270,146.00
1000-1999: Certificated Personnel Salaries	Supplemental	649,409.00	477,976.00	582,137.00	649,409.00	486,586.00	1,718,132.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	9,246,907.00	10,088,509.00	7,008,688.00	9,246,907.00	9,938,634.00	26,194,229.00

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
1000-1999: Certificated Personnel Salaries	Title I	375,709.00	500,446.00	388,644.00	375,709.00	499,101.00	1,263,454.00
1000-1999: Certificated Personnel Salaries	Title II	398,495.00	370,058.00	85,467.00	398,495.00	368,744.00	852,706.00
1000-1999: Certificated Personnel Salaries	Title III	680,258.00	425,262.00	823,015.00	680,258.00	423,741.00	1,927,014.00
2000-2999: Classified Personnel Salaries	Base	511,771.00	611,764.00	475,292.00	511,771.00	623,118.00	1,610,181.00
2000-2999: Classified Personnel Salaries	Lottery	1,501,927.00	1,605,441.00	1,449,729.00	1,501,927.00	1,636,137.00	4,587,793.00
2000-2999: Classified Personnel Salaries	Other	17,236.00	0.00	16,260.00	17,236.00	0.00	33,496.00
2000-2999: Classified Personnel Salaries	Special Education	237,012.00	253,939.00	363,703.00	237,012.00	258,902.00	859,617.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	3,051,354.00	3,270,268.00	2,821,274.00	3,051,354.00	3,376,244.00	9,248,872.00
2000-2999: Classified Personnel Salaries	Title I	961,015.00	1,054,120.00	913,056.00	961,015.00	1,074,457.00	2,948,528.00
3000-3999: Employee Benefits	Supplemental and Concentration	148,000.00	158,520.00	0.00	148,000.00	165,448.00	313,448.00
4000-4999: Books And Supplies	Instruction Materials	326,775.00	1,310,000.00	1,250,000.00	326,775.00	1,310,000.00	2,886,775.00
4000-4999: Books And Supplies	Other	253,842.00	235,830.00	476,299.00	253,842.00	235,830.00	965,971.00
4000-4999: Books And Supplies	Restricted Lottery	798,629.00	1,047,871.00	921,262.00	798,629.00	1,047,871.00	2,767,762.00
4000-4999: Books And Supplies	Supplemental and Concentration	3,725,000.00	3,812,265.00	4,464,966.00	3,725,000.00	3,724,690.00	11,914,656.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	1,163,617.00	1,215,485.00	1,104,168.00	1,163,617.00	1,216,942.00	3,484,727.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	2,275,000.00	2,335,000.00	2,890,000.00	2,275,000.00	2,475,000.00	7,640,000.00

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



**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	95,290,640.00	99,116,620.00	93,878,666.00	95,290,640.00	99,064,916.00	288,234,222.00
<b>Goal 2</b>	23,919,608.00	25,134,618.00	18,571,016.00	23,919,608.00	25,392,192.00	67,882,816.00
<b>Goal 3</b>	5,386,040.00	5,900,854.00	4,608,405.00	5,386,040.00	6,046,963.00	16,041,408.00

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

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					



<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					