

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: COMPTON UNIFIED SCHOOL DISTRICT

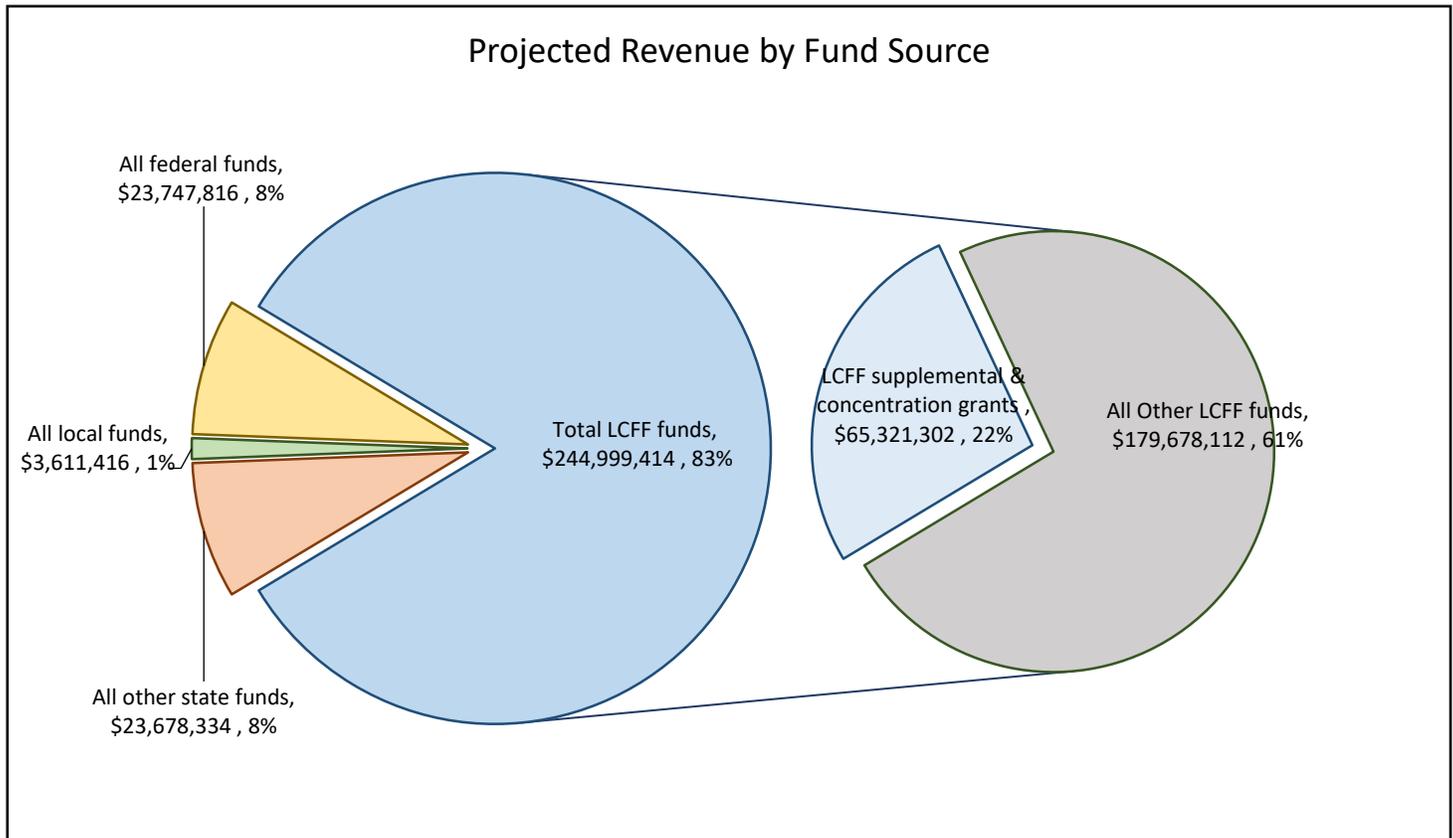
CDS Code: 19 73437 0000000

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

LEA contact information: Sunny Okeke, 310-639-4321 ext. 55037 sokeke@compton.k12.ca.us

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

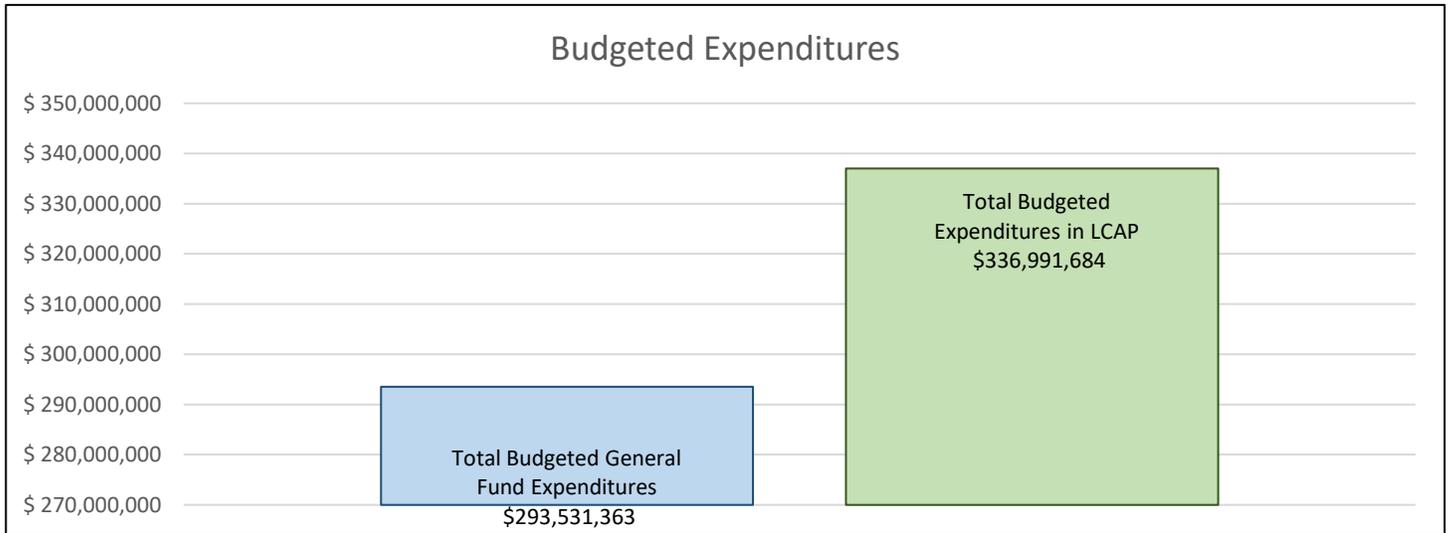


This chart shows the total general purpose revenue COMPTON UNIFIED SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for COMPTON UNIFIED SCHOOL DISTRICT is \$296,036,980.00, of which \$244,999,414.00 is Local Control Funding Formula (LCFF), \$23,678,334.00 is other state funds, \$3,611,416.00 is local funds, and \$23,747,816.00 is federal funds. Of the \$244,999,414.00 in LCFF Funds, \$65,321,302.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much COMPTON 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.

COMPTON UNIFIED SCHOOL DISTRICT has general fund expenditures of \$293,531,363.00 for the 2019/20 school year. They have budgeted \$336,991,684.00 for actions/services in the LCAP, which is \$43,460,321.00 in excess of the total budgeted general fund expenditures. The excess expenditures included in the LCAP will be used for the following:

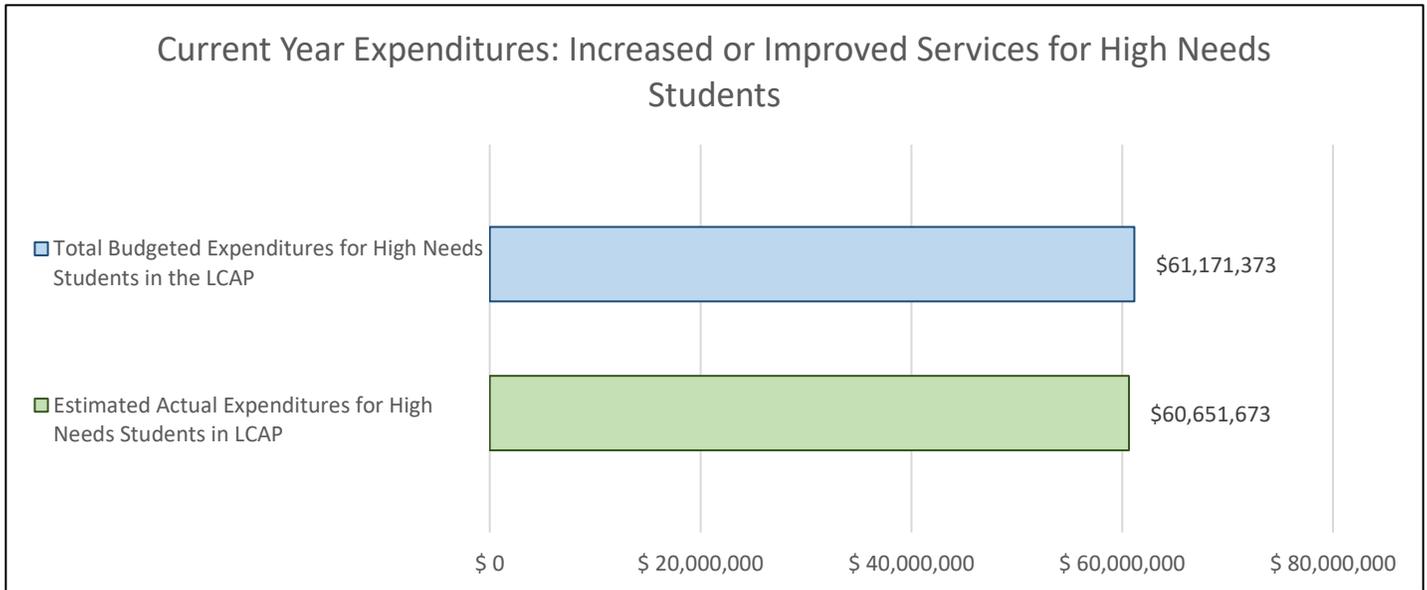
The District's LCAP budgeted expenditure is greater than that of the General Fund by \$43,460,321. The following Funds and General Fund transfer out make up the \$43,460,321: Fund 11 Adult Education \$2,026,615; Fund 12 Child Development \$3,579,401; Fund 13 Cafeteria Special Revenue \$15,753,719; Fund 14 Deferred Maintenance \$3,739,784; Fund 21 Building \$1,550,000; Fund 25 Capital Facilities \$65,000; Fund 40 Special Reserve Fund for Capital Outlay Projects \$600,000 and Fund 67 Self-Insurance \$12,406,018. General Fund transfer out to other fund \$3,739,784

Increased or Improved Services for High Needs Students in 2019/20

In 2019/20, COMPTON UNIFIED SCHOOL DISTRICT is projecting it will receive \$65,321,302.00 based on the enrollment of foster youth, English learner, and low-income students. COMPTON 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, COMPTON UNIFIED SCHOOL DISTRICT plans to spend \$65,321,302.00 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 COMPTON 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 COMPTON 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, COMPTON UNIFIED SCHOOL DISTRICT's LCAP budgeted \$61,171,373.00 for planned actions to increase or improve services for high needs students. COMPTON UNIFIED SCHOOL DISTRICT estimates that it will actually spend \$60,651,673.00 for actions to increase or improve services for high needs students in 2018/19. The difference between the budgeted and actual expenditures of \$59,700.00 had the following impact on COMPTON UNIFIED SCHOOL DISTRICT's ability to increase or improve services for high needs students:

The district has five LCAP goals requiring 74 actions. The average budgeted amount for each action is approximately \$826,640. Estimated actual is less than budgeted amount. Therefore, the average amount of the difference between the budgeted and estimated expenditures for each action is approximately \$7,023. The overall impact is not significant. However, at the close of the actual, around August 16, 2019, the actual expenditure amount will be closer to the budget amount.

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

Compton Unified

Contact Name and Title

Mario Marcos
Executive Director, Elementary

Email and Phone

mmarcos@compton.k12.ca.us
(562) 760-9103

2017-20 Plan Summary

The Story

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

District Context

The mission of the Compton Unified School District is “to empower leaders to lead, teachers to teach and students to learn by fostering an environment that encourages leaders and teachers to be visionary, innovative, and accountable for the achievement of all students.” Compton Unified School District serves approximately 22,000 students from Pre-K through adult school. The district is comprised of 21 elementary schools, 6 middle schools, 3 comprehensive high schools, an early college high school for grades 6-12, a continuation high school, and an adult school. The 2018-2019 student population is 80.4% Hispanic/Latino, 16.3% African American, 0.5% are Pacific Islander, and the remaining 2.8% are a collection of the other racial categories such as Native American, White/Non-Hispanic, and Not Reported (“District Enrollment by Ethnicity,”), 91.1% socio-economically disadvantaged youth, 30.1% English Learner, 1.4% Foster Youth and 12.36% Special Education.

ELEVATE Compton

The Compton Unified School District Board of Trustees and the Superintendent have provided a vision and the necessary resources since 2013 to start and continue a turnaround effort throughout CUSD. By having a strong focus on preparing students for the 21st Century through ensuring they are College and Career Ready (CCR), the district has begun to implement new programs and revitalize older programs to meet these demands. For example, CUSD partnered with Compton College to provide an Early College program for high school students who seek challenge and want to attempt to graduate with a high school diploma and an associate’s degree. But Early College is not the only CCR program being implemented. Compton High School is currently a candidate to become an International Baccalaureate (IB) School. This program will allow students opportunities to experience curriculum at an international level that will prepare them for the global economy they will face upon graduation. College, however, is not the only pathway for CUSD students. In 2016-2017 CUSD completely revamped its CTE program to provide new pathways that meet current industry demands and have refurbished its CTE facilities to meet the most current industry specifications. CUSD also provides a variety of computer science and robotics programs for students K-12 and has Project Lead the Way (PLTW) as part of its district-wide STEAM initiative that support students for success in the 21st Century. CUSD has a leading STEM and Computer Science program that has been noted by the White House, by the Verizon Digital Promise Grant, and by the League of Innovative Schools.

The goal of Compton Unified School District is to provide all students with a quality educational experience in formats that meet the needs of the community. Whether it is to offer Dual Immersion Programs in elementary schools (Emerson, Kennedy, Dickison), Mandarin in high school, or provide K-8 models so parents and students can choose the middle years format that best meets their needs, CUSD is working to provide these types of experiences for its students. The arts is another important area for CUSD students to experience. Whether it is our Meet the Master’s program at our K-8 schools, the Turn-around Arts programs at Whaley MS, McKinley ES, and King ES, or our partnerships with various media groups (i.e., Apple, Verizon, Capitol Records, WME, Music Unites, etc.) students in CUSD have many opportunities to experience an arts education.

With its increase in state test scores (outperforming area districts and the State in overall increases in ELA and Math), its 24% increase in high school graduation rate, its more than 2% increase in attendance over the last three years, CUSD is truly on the move to ELEVATE students to ACHIEVE more. It is a school district that is leading the way for others in the greater Los Angeles area and one that should be watched closely as a model of how to achieve in an urban setting.

LCAP Highlights

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

The key features of the Compton Unified School District LCAP document are captured in the five (5) goals below, which we plan to continue during the 2019-2020 school year:

Goal 1: All students will meet or exceed state academic standards that will prepare them to compete in the global society.

- Provide quality, relevant **professional development** for all district staff that is driven by data needs and supports reaching district LCAP goals and metrics.
- Provide students and staff with **21st Century learning opportunities** by incorporating the most recent technology hardware and software to support student achievement and skill development. This includes establishing a **TK-12 computer literacy pathway** to ensure all students have the requisite skills to compete in a 21st Century environment – learning & career or industry.
- Provide intervention tutoring programs during the school day - **Project REACH** (Literacy Intervention), **Project RISE** (Mathematics Intervention), and Edgenuity for **credit recovery** grades 9-12.
- Provide **arts enrichment** opportunities for students K-12.
- Provide **summer school opportunities** for intervention and enrichment K-12.
- Provide **Science, Technology, Engineering, and Mathematics (STEM)** experiences TK-12 to allow students access an integrated 21st Century curriculum.

Goal 2: All staff and community partners will collaborate to ensure all necessary materials, equipment and supports are provided to students within a safe and well-maintained learning environment

- Provide **well maintained facilities that meet 21st Century expectations** (e.g., computer technology available in all classrooms and on all campuses, green utilities management, State and Federally compliant, etc.).
- Ensure students are safe and secure while at school by providing **appropriate district security staff** and by implementing appropriate safety procedures on each campus.
- Provide a **technology team** who understands the demands of providing and maintaining a large district network where students and staff are dependent upon it for learning.
- Provide **quality, individually appropriate special education programs and services** to meet the needs of qualified students.

Goal 3: Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready.

- Provide **rigorous course pathways and programs** that prepare students for college and career.
- Provide students with access to **relevant Career Technical Education (CTE) pathways**
- Provide secondary students with **additional counseling resources** to allow them to both understand their individual academic path, but to also develop connecting, mentoring relationships with adults in school.
- Provide **parents and students with college and career information**, regularly, through the use of technology, social media, and face-to-face events.

Goal 4: All staff will promote student engagement by building positive environments, inclusive of parent and community participation.

- Establish **attendance monitoring programs** and systems to ensure student attendance meets the 98% goal.
- Establish student **Wellness Centers** across the district (i.e., all comprehensive high schools) to provide **both physical and mental health services** to students in need.
- Provide school sites and district with **parent support centers** to allow for information to be readily shared and provide relevant workshops to assist parents in supporting their individual student's academic needs.
- Establish a **Parent Leadership Academy system** to support parent learning needs for helping their child(ren) be successful in school.
- Maintain district and site level **advisory committees** such as the District Advisory Committee (DAC/SSC), the African American Parent Advisory Committee, and the English Learner Advisory Committee (DELAC/ELAC) to continue dialogue with parents and community members.
- Provide **enrichment activities** at each school through the implementation of activities and the establishment of clubs, organizations, and teams to allow students to grow their athletic and social emotional skills as well as their academic skills.

Goal 5: English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/ career readiness.

- Provide regular quality **English Language Development (ELD)** instruction to all English Learner identified students **on a daily basis**.
- Provide **Newcomer Services** to meet the needs of students who have been enrolled in US school for less than two years.
- Provide **Long-Term English Learners (LTELs)**, students identified for five or more years, with interventions and resources to ensure their reclassification.
- Provide **bilingual instructional assistants** to support EL students in their core instruction.
- Provide **professional development** to allow all teachers to employ the strategies needed to effectively support the academic achievement of all EL students.
- Provide specific **parent workshops and support services for parents of EL students** to support the academic achievement of their individual children.

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

The Compton Unified School District has identified the following areas of greatest progress:

Graduation Rate: One of CUSD's most significant accomplishments is in the area of high school graduation rates. In 2013-2014 CUSD had a high school graduation rate of 60% which was one of the lowest rate in the state. Over the last couple of years, the district has seen a 20% rise in graduation rates to have its fall 2018 California State Dashboard rate at 84%. This shows a 5% increase (Increased Significantly) over the previous year's reporting. CUSD students are graduating! Similarly, more students are graduating college and career ready as several metrics have increased: A-G, AP, College Courses, 4th year math enrollment and having completed their A-G requirements, which are required for entrance at both UC and CSU colleges. Moreover, since 13-14, a 13% increase has been seen where overall CUSD students are now completing their A-G requirements at 36%. Also, more than 13 additional college courses have been taken resulting in an increase of an additional 565 total college courses. In addition, 178 additional total AP exams were taken last year, while unique students taking at least 1 AP course increased by 244 students, while an overall 3% pass rates were seen. Also, to ensure rigor, 80% of seniors took math during their senior year, a nearly 30% increase over several years. Finally, CUSD saw 84% of their students complete the FAFSA, which is required to receive financial aid. College preparedness is truly on the rise!

For the coming year we will begin implementing initiatives and systems to continue our success in graduation rates. For example, we will pilot a block schedule with a seventh period for one high school (Dominguez) -Action 3.1 This allows students to not only earn an additional 5 credits per semester, but be able to make up credits, attend interventions, and have access to college-course opportunities. In addition, we began training and implementation of our Guidance Alignment, an early warning indicator system that allows school leaders at the high schools to create action plans for identified students not on track for college and career readiness.

English Learner Progress: Progress of EL students is also very important in CUSD. The current student performance for the fall 2017 Dashboard shows "YELLOW" for our EL progress. This is a change from "ORANGE" that was originally shown in the spring 2017 release. The improvement in EL progress is due to consistent performance in our students' English attainment, our increases in EL students with less than 5 years (+6%) & more than 5 years in the program (+5%) and our reclassification rate projections are at 16% for the 2018-19 school year. In the year 2017-18 there was 1.7% growth equating to 15.3% from 13.6% the preceding year 2016-17. Most recent data quest reclassification data for the year 2017-18 exceeds the state average of 13.8%. ELPAC scores reflect 61% of students scoring at a level 3 or 4 on ELPAC which is comparable to surrounding districts. College and Career Readiness for English learners have also reflected increases in percentages as it pertains to graduation rates and A-G completion. Over the last two years graduation rates for ELs have increased from 70.6% to 72.5%. In addition, A-G completion for ELs have increased from 17.3% to 22.8%.

The upcoming year we will continue to improve our programs and services to ensure ongoing success. In addition to block schedule as mentioned above, we will provide more Professional Development not only for ELD teachers, but for all teachers in best practices to specifically address EL needs. At the Elementary level there will be ongoing professional development on Integrated/Designated ELD, collaborative group activities, and instructional implication of ELPAC. In addition, we have begun re-designing our instructional design to ensure the systems we have in place do not become barriers for students being able to reclassify.

English Language Arts: In 2018 we saw our biggest gains in the area of Reading/Language Arts. Our district increased 5.9 points from 29% in '15-'16 to 34.9% in '17-'18. The State of California only increased .88% points (49% to 49.88%). The current student performance for the fall 2018 Dashboard shows "YELLOW" for ELA in grades 3-8 with most student groups showing increases in student performance overall (except our Foster Youth). This is due to providing ongoing professional development in best reading strategies, intervention programs like Project REACH in K-2, after-school tutoring, Saturdays school, and i-Ready K-8 for individualized support and remediation so students can begin closing the gap and excelling in literacy. The area of writing was also an important focus this year, particularly in grades 3-8. We partnered with My SBAC Coach to provide training on

analytical writing, and incorporating some strategies from Step Up to Writing. We anticipate a growth in the area of the CAASPP.

During the upcoming year, we plan to continue with the practices in place, and we will add additional layers of support. We will focus on foundational literacy skills training for our K-2 teachers. Also, our writing training will expand to grades K-2 and 9-12 including secondary teachers across multiple content areas such as History and Science. We will also revisit process writing (narrative, informative/explanatory, and opinion). Most significantly, we plan to have our district K-12 Curriculum Specialists work closely with central office. They will receive ongoing training and professional development, and they will work closely with students across the district providing Tier II and III interventions, while supporting and coaching teachers.

Suspension Rates: Suspension rate for CUSD is currently at 2% per Dashboard (BLUE). We have conducted Professional Development in the areas of PBIS, restorative justice, and trauma and wellness. Two of our schools (Kennedy and Longfellow worked with Collaborative Learning for Educational Achievement and Resilience (CLEAR) on building trauma-informed schools). We also piloted Move This World at three of our Elementary Schools (Bunche, Foster, and Carver). Move This World is a social-emotional learning program delivered through video exercises. It has been developed to encourage, enhance, and build safe and supportive learning environments. As a result of these efforts, suspension rates declined for all students, including our Foster Youth students (declined by 3.1%) and ELS (suspension rate declined by 1.3%).

For the upcoming year, we will continue with the practices in place, and possibly expand on some of the services in place (e.g. Move This World and CLEAR training at the leadership level). Whether it is the focus of activities found under Goal 3 for improving CCR, or professional development and intervention programs found under Goal 1, or engagement activities found under Goal 4, or Goal 5 for EL students, each goal and its accompanying actions contribute to the successes we are seeing in the data and to **ELEVATING** CUSD students to achieve more.

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

In the area of Academic Performance we have identified College/Career Readiness (ORANGE), English Language Arts (YELLOW), and Mathematics (YELLOW) as the areas of greatest need for the upcoming school year. In the area of Student Engagement we have identified Chronic Absenteeism (ORANGE).

College Career Readiness

Despite having seen a significant increase in A-G completers, High School graduates, AP course access and AP pass rates, overall students' "Preparedness" status as reported on the CCI is an area of concern. Student groups that rank RED on the dashboard are: African American with 4% overall (234 students), English Learners with 5% (353 students), Foster Youth with 6% (33 students), and students with Disabilities 2% (191). Our alternative school and SPED students are lowest performing.

Additional efforts will be made to increase the amount of students who complete College Coursework, CTE pathways, and obtain proficiency in the SBAC/AP assessments. For example, Dominguez High School will pilot a 3 x 3 with an additional 7th period block schedule (Action 3.1). This schedule allows students an extra period to not only make up credits, attend interventions, obtain additional courses but also have greater access to college courses that they would not have had the opportunity with our old schedule. In addition, CUSD understands that there are other factors that affect students' path to be successful. Tracking certain indicators such as Absences, Truancies, Suspensions, A-G courses, Grades, Affiliations and Credits earned at each grade level can help us determine how to support our most under-served students such as with our ELS, Low Income and Foster Youth. Our Guidance Alignment Process allows us to do just that, Guidance Alignment is an early warning system to track and monitor all students path for college and career readiness at the high school level at least four times a year. Guidance Alignment uses a platform called Ewise, a database that queries certain indicators (i.e. suspensions, absences, truancy, A-G, Grades, Credits Earned and affiliations) and allows us to track how students are doing in each one of those indicators. Guidance Alignment allows our school leaders to monitor our Foster Youth, English Learners and Low Income students and provide targeted interventions based on the indicators.

English Language Arts

In 2018, the Dashboard shows improvement in the area of ELA compared to the year before moving from ORANGE to YELLOW (7.3% increase). However, there are still some important performance gaps that need to be addressed. Our Foster Youth, for example, is RED (4.1% decrease), while our Pacific Islanders are in ORANGE with a decline of 13.4% points. Also in ORANGE, but with a 10.3%-point increase, are our Students with Disabilities. Groups moving to YELLOW and increasing compared to last school year are African-American (7.2% increase), English Learners (3.9% increase), Hispanic (7.3% increase), Homeless (18% increase), Two or More Races (3.7% increase), and Socio-Economically Disadvantaged Students (6.7% increase).

In '17-'18 CUSD implemented a district-wide ELA adoption to address the alignment of instructional materials with the California Content Standards and the integrated ELA/ELD framework. Prior to this implementation, system-wide consistency of materials to address ELA and ELD were not available. Individual school sites determined the appropriate standards-based materials to be used. The implementation of new curriculum for the last two years has helped increase student achievement through a rigorous consistent approach to ELA/ELD instruction.

'17-'18 saw the implementation of the 90-minute ELD block at the K-8 schools, and we have continued with this initiative during this school year. This blended learning model allows students to receive focused small group instruction in ELD from their regular classroom teacher and provides additional intervention support time on a daily basis through our adopted online programs (Imagine Learning, i-Ready, etc.). Focused efforts on this model have contributed to close the achievement gap, and we plan to continue with its implementation during next school year.

In CUSD we understand the need for students to get to the 3rd grade having mastered foundational literacy skills. Therefore, in '17-'18 we began a systematic emphasis on phonics instruction in grades K-2 in order to support reading efforts. Many teachers received training and the necessary resources to enhance their practice. Although at a smaller scale, the training continued during the current school year, and we plan to continue during future LCAP years including additional work with vocabulary development and best reading comprehension strategies.

CUSD began a writing initiative in '18-'19. The district partnered with My SBAC Coach and provided professional development on analytical writing to many of our teachers, particularly in grades 3-8. The training also incorporated strategies from the writing program Step Up to Writing, and focused on addressing the reading-writing connection as well as the need to explain thinking in all areas of the curriculum. The feedback received from teachers has been positive, and we expect to see some positive results as measured by the CAASPP assessment. Our plan is to continue with this training during the '19-'20 school year, working with grades 3-8 and placing more emphasis on K-2 and 9-12 (Action 1.22).

Most importantly, as explained on the "Greatest Progress Section", we plan to have our district K-12 Curriculum Specialists work closely with central office. They will receive ongoing training and professional development (in reading and math), and they will work closely with students across the district providing Tier II and III interventions, while supporting and coaching teachers.

Mathematics

Mathematics has been an area of focus instructionally for the last three years in CUSD. As a result we see that the overall ranking of the district in grades 3-8 is YELLOW. The only student group in RED in 2018 is our Foster Youth. African-American students are now ORANGE with an increase of 3.7% (in 2017 they were RED). Other groups that remain orange are English Learners (2.1% maintain), Two or More Races (2.1% maintain), Pacific Islander (-2.1% maintain), SWD (4.8% increase), and White students (15.3% decline). Several large student groups are YELLOW, and they have shown significant increases. These include SED (4.7% increase), Hispanic (5.5% increase), and Homeless (9.2% increase).

The professional development efforts, curriculum development efforts, partnerships with UCI and CSUDH, Project RISE, use of i-Ready intervention program, etc. (actions under Goal 1) will continue as progress is being demonstrated. Emphasis will be placed on refining the training on specific mathematical strands and monitoring progress through use of district-wide assessments (UCI and i-Ready diagnostic). In addition, special attention will be placed on individual student fact fluency to allow for greater attention to critical thinking during the problem-solving process. Finally, the use of programs such as Next Gen Math will be a resource available to all our teachers in K-8 schools so that students have plenty of exposure to items that mirror the language, format, and rigor of the CAASPP.

Chronic Absenteeism

Chronic absenteeism is an area of need for the Compton Unified School District. The importance of attendance and chronic absenteeism is at the forefront of our monthly data chats with our site Principals. Principals have access to monitor their chronic absenteeism daily using their Aeries portal. They also receive updates from central office on a weekly basis, with ideas and recommendations on how to monitor student attendance and their chronic absenteeism. Principals must maintain daily logs on student attendance, closely communicate with families, implement incentives for students who are chronically absent, recruit students with attendance problems for the Saturday Attendance Recovery Program, and enforce the SART and SARB processes. Several schools in the district have seen significant growth with the implementation of these strategies. However, chronic absenteeism is still a concern for our organization, since it is not only impacting student learning, but also our ADA and funding.

During the upcoming year we will continue with many of the practices implemented this school year. In addition, there will be an administrator assigned to the attendance office so that he/she can work closely with schools providing presentations to staff and families, sharing best practices and resources, and reaching out to families as needed.

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

The performance gaps that we have identified across local and state indicators in the Compton Unified School District are the following:

State Indicator Suspension Rates:

Though our report indicates all students are BLUE for suspension rates we do have a few student groups who are two bands below all students. Those student groups are:

- Foster Youth (Yellow)
- African American (Yellow)
- Homeless (Yellow)
- American Indian or Alaska native (Yellow)

State Indicator Graduation Rate:

Though our report indicates all students are GREEN for graduation rates we do have a few student groups who are two bands below all students. Those student groups are:

- Students with Disabilities (Red)

State Indicator English Language Arts:

Though our report indicates all students are YELLOW for English Language Arts we do have a couple of student groups who are two bands below all students. Those student groups are:

- Foster Youth (Red)
- White (Red)

State Indicator Mathematics:

Though our report indicates all students are YELLOW for Mathematics we do have a student group that is two bands below all students. That student group is:

- Foster Youth (Red)

The LCAP includes multiple actions to address these performance gaps of ALL students, in particular for our English Learners, Students with Disabilities, and Foster Youth

English Learners

Although our reclassification rates are on the rise and the English Learner Progress indicator for our district is similar to the state, we understand that the needs for English Learners are many, and our LCAP includes one goal (5) fully focused on addressing the needs of these students. Some of the practices that we will continue next school year are included in Goal 5 (Goals, Actions, and Services) and they include:

- Integrated and daily designated ELD (5.1)
- Journalism Program for upper elementary students (levels 1, 2, and low 3 -Emerging/Expanding) (5.7)

- Newcomers (Rosevelt and Dominguez) (5.2)
- Dual Immersions (Emerson, Kennedy, Dickison)
- Block Schedule with 7th period. Dominguez HS (pilot) (3.1)
- Bilingual Instructional Assistants (5.13)
- ELPAC Spiral Review (5.1)

Students with Disabilities

Currently, the only major performance gap that we have identified for our students with disabilities is in the state indicator of Graduation Rate (RED). However, our SPED students are performing below "All Students" in several other state indicators including Chronic Absenteeism, College and Career Readiness, English Language Arts, and Mathematics.

CUSD was identified for differentiated assistance in the area of Special Education during 2017-2018 and underwent a LACOE review of its programs and services to address its greatest needs. In collaboration with LACOE, CUSD was encouraged to continue consistent implementation of the Performance Indicator Review (PIR) plan across all schools to meet the goals for students with disabilities, to continue the implementation and development of a system-wide systematic approach to instruction and professional development that is standards-based and supported by research, and to emphasize/regularly monitor the College and Career Readiness indicators. This year we have been working very closely with the California Department of Education. They have visited us on several occasions, and they continue providing guidance and support in order to carry out our plan of action for Special Education. As we plan for the upcoming year we plan to continue with some of the initiatives already in place while making some improvements to our program:

- Ongoing professional development for both general education and special education teachers so that they can better meet the needs of all students in the classroom, including unduplicated students as well as students with special needs (Modified Action 1.21)
- Enhance planning and collaboration between general education and special education teachers. (Modified Action 1.21)
- Building 21st century learning spaces and use the blended learning differentiated instruction approach to better differentiate and meet the needs of all students, including our unduplicated students as well as students with special needs (1.8)

Foster Youth

In Compton Unified we believe that schools have the potential to be a powerful force toward normalization for these students and can provide the skills that they need to support themselves as adults. Doing so takes school leadership, intentionality, and awareness of the challenges that children and adolescents in foster care face and of the relevant resources and regulations. With this in mind, next year we will continue building on best practices that we have put in place to address the needs of these students:

- Pupil Services will provide ongoing support to Foster Youth Families (1.9, 1.10)
- Small group/individualized instruction during the instructional day (1.9, 1.15)
- Focused interventions for Foster Youth students after school and on Saturdays (1.15)
- Increase credit recovery (1.15)
- Encouraging Foster Youth parents' involvement (1.9, 1.10)
- Monitoring and communicating student progress (1.9, 1.10)
- Referring students for mental health services as needed (1.9, 1.10)

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.

Whaley Middle School, Cesar Chavez Continuation School, and Compton Community Day High

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.

CUSD provides continuous support for Whaley Middle, Cesar Chavez Continuation School and Compton Community Day. CUSD system of support through our curriculum alignment process assist the schools in their school -level needs assessment through our Guided Reflection Time (GRT). GRT is a process where schools review performance and other indicators (attendance, suspensions, course access, graduation rates, etc.) and develop "common agreements" or next step interventions. These common agreements must be evidence-based and focused on the critical areas or "hot spots". The GRT is continued with the site administration and district administration to review school sites evidence-based next steps, address any resource inequities and what support the district can further provide.

Whaley Middle School - CUSD Leadership provided dedicated leadership support to work collaboratively with site leaders as well as coaching them on best practices with teaching and learning. In addition District leadership supported the school with the development of the SPSAs and action plans specifically related to the areas of need identified through the CA Dashboard and needs assessments performed over the course of the school year. These plans include comprehensive resource allocation and implementation, including, professional development (instructional & social-emotional), enrichment and remediation programs during the summer and school year, Saturday school programs as well as instructional materials and resources to support student achievement in the core academics. As part of our curriculum alignment process, ongoing monitoring will be done throughout the school year at multiple points to insure teaching and learning is aligned with student needs. Currently there are no resource inequities at Whaley Middle.

Cesar Chavez Continuation School - Compton School District provided Chavez leadership team with dedicated support to mentor and work collaboratively with the Principal in identifying root causes of students' poor graduation rates. After identifying causes, through our Guided Reflection Time, the district continued to provide support in developing an action plan addressing the root causes. The plan included evidence-based interventions such as developing a monitoring system using indicators that have shown to impact student success in the high school (i.e. attendance, grades, suspensions, affiliations, course access, etc.). The monitoring system is a part of the GRT process with school leaders and district leaders to review quarterly and develop target evidence-based interventions to support the mentioned indicators. Other interventions supported by the district are modifying increasing credit recovery options, addressing resource inequities by changing of the instructional program and altering the administrative support system--allowing access to the comprehensive school resources, courses (A-G, CTE, etc) and personnel support.

Compton Community Day High - CUSD provided support and guidance to the school leaders at the Community Day school to help address the low performance as identified on the CA School Dashboard. In an effort to curtail suspensions, CUSD district leadership worked with Community Day to provide evidence-based preventive interventions. Also, additional resources/interventions were provided to students in order to identify root causes of their undesired behaviors, while teaching them and reinforcing desired behaviors. Further support will no longer be provided to Community Day for the 2019-2020 school year as CUSD moved to transition Community Day responsibilities to LACOE.

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.

Whaley Middle School - CUSD utilizes monthly Guided Reflection Time data chats with the site principals to monitor the various common and diagnostic assessments as well as the dashboard indicators and insure the evidence-based interventions and action plan are being implemented to improve student outcomes. This includes performance on benchmarks, attendance, suspensions, etc. Whaley has improved in the areas of chronic absenteeism (-5%) and suspensions (-5%). The Guided Reflection Time is a cycle of inquiry that allows school admin and CUSD admin to monitor, evaluate and act in a timely manner the needs based on the review of the most current data.

Cesar Chavez Continuation School - As part of our Guided Reflection Time, CUSD will use various tools to monitor high school graduation that include the following: high school graduation trackers, e-wise, credit recovery performance, attendance, summer school participation, limit the amount of Chavez participants, & review comprehensive high school performance/supports. Note that while Chavez's graduation rate averaged 67% over the last two years, in 2018 they had a 81% graduation rate which improved by 21% over the previous year. We will continue to use graduation rate data as a way to measure the effectiveness of our implementation plan.

Compton Community Day High - CUSD will no longer implement the CSI plan due to Compton Community Day High responsibilities will be transitioned to LACOE.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Goal 1:

All students will meet or exceed state academic standards that will prepare them to compete in the global society.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>CAASPP ELA Data Grades 3-8 & 11 2018-19 Medium status of 5 points below Level 3 to 10 points above Level 3 Increased change of 7 to less than 20 points over the previous year.</p>	<p>In the area of English Language Arts CUSD status is 46.2 points below standard (or level 3). Status goal was not met. Our students, however, increased 7.3 points, which means that we met the growth goal.</p>
<p>CAASPP Mathematics Data Grades 2018-19 3-8 & 11 Medium status of 5 points below Level 3 to 25 points below Level 3 Increased change of 5 to less than 15 points or more over the previous year.</p>	<p>In the area of Mathematics CUSD performed 72.4 points below standard or Level 3. We did not meet our Status goal. However, our students increased 5.2 points which means that we met our Growth goal.</p>
<p>California Science Test (CAST) 2018-19 Increase 5% the baseline year proficiency rate.</p>	<p>In 2018 we administered the CAST Field Test. This will be the first year that we will have baseline restuls.</p>

Grade of D or F Rate

2018-19

Decrease Grade of D or F rate overall to 15% for district and high school. Maintain between 10% & 15% maximum at middle school level.

D/F rate for high school is 25%, while Middle Schools had a 22% rate. We did not meet the goal.

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.1 Assessment: Provide a district-wide system of student academic assessment and monitoring to ensure improved student achievement in academic content areas (e.g., data warehouse tool, district benchmarks, etc.)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In CUSD we utilize Data Validation Tool Certify to increase the quality of our data in local/state databases. As a result of our efforts to clean our internal data, CALPADS anomaly percent has substantially decreased from 1.3% to 0.07% for the 2019 Fall 1 Submission. The quality of our data has substantially increased. EL Status mismatches between local student system data (Aeries) and State database system (CALPADS) are now minimal.</p> <p>In addition, EADMS Learning Management System provides the tool to build and analyze our common assessments. The platform helps site principals and teachers in our district better inform teaching and learning. This year, students in grades K-8 have taken a variety of common assessments in the areas of math and reading. We use district benchmarks, unit, and diagnostic assessments to measure and monitor student growth. We also use Interim Assessment Blocks (IAB's) to familiarize our students with the format, language, and rigor of the state assessments.</p>	<p>\$627,028 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.2 funds support (repeated expenditure)</p>	<p>\$614,487 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.2 funds support (repeated expenditure)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.2 Curriculum & Instruction: Provide instructional support documents and assessments to monitor instruction and student achievement (e.g., curriculum guides, district benchmarks, etc.).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Curriculum guides are in place in the areas of reading and math at the district level. Illuminate Education software is being phased in to replace EADMS as the district learning management system. Math and reading district common assessments, benchmarks, unit assessments, and diagnostic assessments for grades K-12 are also in place.</p> <p>100% of our teachers have access to our instructional support documents as well as the assessments and online data tools that we have in place to monitor instruction. Monthly data chats with Principals help monitor the implementation of our adopted curriculum, the implementation of the district assessments, and the academic progress that students are making.</p>	<p>\$1,689,417 - LCFF - 1000-1999 Certificated Salaries \$77,642 - LCFF - 2000-2999 Classified Salaries \$375,513 - LCFF - 3000-3999 Employee Benefits \$717,729 - LCFF - 4000-4999 Books and Supplies \$627,028 - LCFF - 5000-5999 Services and Other Operating Expenses \$423,388 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure) \$117,173 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure) \$121,693 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure) \$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)</p>	<p>\$1,689,417 - LCFF - 1000-1999 Certificated Salaries \$77,642 - LCFF - 2000-2999 Classified Salaries \$375,513 - LCFF - 3000-3999 Employee Benefits \$703,374 - LCFF - 4000-4999 Books and Supplies \$614,487 - LCFF - 5000-5999 Services and Other Operating Expenses \$423,388 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$117,173 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$121,693 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$306,368 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$343,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

\$350,000 - LCFF -
5000-5999 Services and
Other Operating Expenses -
Action 3.2 funds support
(repeated expenditure)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.3 Curriculum & Instruction: Provide students with additional enrichment opportunities, outside of the regular classroom instruction, related to Visual & Performing Arts and Media curriculum and instructional activities by appropriately trained staff.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>We are in the second year of using Meet the Masters (MTM) as our visual arts curriculum for our K-8 schools. We are monitoring implementation through formal and informal walk-through visits and are seeing art displayed in the classrooms and around the campuses. We purchased the art materials for the K-8 schools and have provided professional development for the teachers as well as held meetings for our Art Leads. We showcased the students work at huge district events such as STEAMFest and have had formal displays at board meetings. We also have student work framed and hung at our District Office. Through a company called Theatre of Hearts, this year we are providing all of our 4th grade students visual arts instruction from a professional artist on a weekly basis. We are also in the process of building a technology library that houses interactive presentations for students to learn about master artists while connected to various content areas and altering levels</p>	<p>\$2,569,882 - LCFF - 1000-1999 Certificated Salaries \$126,994 - LCFF - 3000-3999 Employee Benefits \$110,000 - LCFF - 4000-4999 Books and Supplies \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$2,569,882 - LCFF - 1000-1999 Certificated Salaries \$126,994 - LCFF - 3000-3999 Employee Benefits \$107,800 - LCFF - 4000-4999 Books and Supplies \$49,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

of depth and complexity. Finally, 8 trainings/art lead meetings have occurred thus far this year to provide the necessary guidance and support from central office.

The use of the district adopted art curriculum is being monitored by formal walk-throughs in all classrooms at the K-8 schools. 16 schools and 293 classrooms have been visited thus far to check for implementation of MTM. Data is being collected via Google Forms and sent to site administration for next steps. Thus far, the data collected is showing a high percentage of teachers utilizing the art curriculum. 70% of classrooms visited have evidence of MTM implementation. Evidence is also being collected through site photographs and uploaded to the Districts Art Google Drive folder.

All 4th grade classrooms have or are receiving visual arts instruction from a professional artist. Informal visits (by our VAPA district level administrator) to the classes that are receiving visual arts instruction from a Theatre of Hearts artist have occurred at each site with the program. Surveys are being sent to the administrators and teachers to evaluate the effectiveness of the Theatre of Hearts program. The majority of feedback indicates satisfaction with services.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	\$1,000,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,038,539 - LCFF -	\$980,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,017,768 - LCFF -

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.4 Curriculum & Instruction: Provide students opportunities to participate in STEM related activities and curriculum in programs offered before, during, and after school (e.g., MESA, Project Lead the Way (PLTW), robotics, etc.)</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Expanding access to STEAM Education is paramount to improving equity as computational thinking has become ubiquitous in our everyday work and continues to infiltrate the job market, yet there is still a lack of diversity and opportunity in these fields. With this in mind, CUSD is excited to make a commitment that is unprecedented among other large, urban school districts: to expand computer science education and STEAM education to all schools and all students, beginning in kindergarten and extending through 12th grade.</p> <p>All elementary students in the district are exposed to either a biomedical, computer science, or engineering pathway through Project Lead the Way and/or the Get Coding K-5 by 9 Dots that integrates a high-standard computer science and coding education by training teachers in using a rigorous and engaging computer science curriculum that is aligned with the most recent K-12 Computer Science Framework standards . These programs provide exposure to fundamental concepts and processes of STEM subjects to develop student interest in high demand and high paying STEM careers.</p> <p>At the middle school level, students take STEAM elective courses in PLTW,Code.org and/or Apples Everyone Can Code curriculum to help them decide which pathway to take upon entering high school. Once in high school students have a variety of STEAM related Pathways, including Engineering, Visual Arts and Entertainment, ICT, Bio-Medical and</p>	<p>1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure) \$187,614 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure) \$332,000 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure) \$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.6 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries (repeated expenditure) \$183,862 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$325,360 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$98,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>
---	--	---	--

	<p>Computer Science, in which they complete requirements of a capstone course or take a certification assessment in their area of focus.</p> <p>Our commitment to increasing student exposure and access to STEAM is evident through annual events such the STEAMFest, Computer Science Expo, Hour of Code, Scratch Competition as well as both Vex and Lego First League robotics competitions that are held to allow students to apply what they have learned to solve real-world problems in a fun interactive way.</p>		
--	--	--	--

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.5 Curriculum and Instruction: Provide students with additional support staff and materials to enrich and extend the State required physical education programs and services provided by their regular classroom teachers.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All of our students in both elementary and secondary schools are receiving the state-mandated amount of physical education minutes every 10 days.</p> <p>In addition, we have provided 6 P.E. teachers to twelve of our K-8 elementary sites so that our 6-8 students in those campuses receive more targeted physical education instruction. Throughout the school year, we have also partnered with CF Fitness, releasing teachers for professional development opportunities</p>	<p>\$733,751 - LCFF - 1000-1999 Certificated Salaries - Action 1.3 funds support (repeated expenditure) \$126,994 - LCFF - 3000-3999 Employee Benefits - Action 1.3 funds support (repeated expenditure) \$110,000 - LCFF - 4000-4999 Books and Supplies - Action 1.3 funds support (repeated expenditure) \$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.3 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and</p>	<p>\$719,076 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$124,454 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$107,800 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$49,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

	<p>while providing additional opportunities for students to work with certified coaches to develop skills through fun fitness routines with a safe structured environment. CF Fitness makes a fun atmosphere for every child at recess, lunch, and PE so every kid feels a part of a team and has fun developing great character through activities.</p> <p>The feedback that we have received from principals and teachers regarding CF Fitness is very positive, to the point that several school sites have decided to allocate funding to increase services. They appreciate the partnership with CF Fitness and they view it as an opportunity for kids and teachers to develop a new mindset for physical activities, nutrition, and safety. This allows children to connect with other kids and to expand their way of thinking and grow physically, psychologically and socially.</p>	Supplies - Action 1.26 funds support (repeated expenditure)	
--	---	---	--

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.6 Educational Technology: Provide centralized EdTech staff (administrator & classified) to support implementation of 21st Century Learning Skills for unduplicated students to have improved</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district's 21st Century Learning department provided hands-on training to administrative staff that enabled an improved outreach and better communication. Instruction was provided on improving parent communication and</p>	<p>\$858,793 - LCFF - 1000-1999 Certificated Salaries \$27,874 - LCFF - 2000-2999 Classified Salaries \$187,614 - LCFF - 3000-3999 Employee Benefits \$324,841 - LCFF - 4000-4999 Books and Supplies \$133,863 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$841,617 - LCFF - 1000-1999 Certificated Salaries \$27,317 - LCFF - 2000-2999 Classified Salaries \$183,862 - LCFF - 3000-3999 Employee Benefits \$318,344 - LCFF - 4000-4999 Books and Supplies \$131,186 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>access to classroom instructional strategies aligned to preparing them for higher education and future careers.</p>	<p>school branding via Twitter. Additionally, coaching was provided in the use of Google Forms for staff outreach, information gathering, and observation/disciplinary notes. Tutoring in Google Classroom was provided with the aim of improving twice-monthly professional development time, allowing for better tracking of needed information.</p> <p>During the 2018-2019 school year, we expanded our Lunch and Learn Series from a monthly training to, in coordination with the Personnel Commission, a weekly training on Microsoft Office applications. To date, we have had three sessions on Introduction to Excel, a session on Microsoft Word, and a session on Microsoft Outlook and OneNote. Our sessions will continue with further training in the applications listed, in addition to others as needed. All of these achieved the goal of improving efficiency and communication with regards to quicker student outreach and less downtime between communications.</p> <p>Many administrators have adopted the use of Google Classroom to communicate and push tasks and collect data from staff members . In addition, all administrators now utilize Google Apps to collaborate and collect data. Classified staff are attending PD to increase productivity and increase efficiency in communication at sites and with parents. More classified staff are able to pass test to move into higher positions</p>	<p>\$3,372,642 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$705,894 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure)</p>	<p>\$3,305,189 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$691,776 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>
--	--	--	--

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>The district and site-based 21st Century</p>	<p>\$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds</p>	<p>\$1,017,768 - LCFF - 1000-1999 Certificated Salaries (repeated</p>

<p>Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.7 Educational Technology: Provide support to all staff and students through use of District EdTech Specialists, site EdTech support staff, and professional development activities to allow full implementation of 21st Century Learning Skills related to technology to support unduplicated student groups to have improved access to classroom instructional strategies aligned to preparing them for higher education and future careers.</p>	<p>Learning Specialists support students and staff through trainings in a variety of platforms and applications that work together to support the goal of improving student learning and honing the strategies teachers use for instruction. Also the implementation of the Data Driven Blended Learning+ PBL instructional model has been the focus of our stands of professional development. The strands of instruction are 1:1 coaching, After School PD, Project-Based Learning, 21st Century Cohorts (High School and generalized), and others as requested. The goal of the training is to provide innovative ways to utilize technology as instructional tools and align them to Common Core Standards. Teachers utilize technology with educational apps and projects to engage students, provide authentic learning opportunities, and accelerate learning.</p> <p>The department utilized the following applications to help teachers understand how they can meet the Common Core standards as well as connect to the core curriculum: Formative, Nearpod, G Suite, Khan Academy, Google Classroom, Screencastify, Educreations, Book Creator, Desmos, Flipgrid, Kahoot, Padlet, Thinglink, and Seesaw. Teachers use a chosen selection of these that best fits their classroom needs.</p> <p>Additionally, a selected group of students at all high schools were trained in the use of the Google Suite of tools with the goal of supporting their teachers and peers as needed.</p> <p>Lastly, our website contains all resources that we use to train educators. By doing so, we provide access and follow-up support to teachers who may be unable to attend a selected training or need access to the materials for review at a later time.</p> <p>Surveys are administered at the end of</p>	<p>support (repeated expenditure) \$35,743 - LCFF - 2000-2999 Classified Salaries - Action 1.6 funds support (repeated expenditure) \$187,614 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure) \$332,000 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)</p>	<p>expenditure) \$35,028 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$183,862 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$325,360 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>
--	--	---	--

	<p>every professional development (PD) session. 98% of teachers report the professional development is highly effective or effective. In addition, 92% of teachers report that they will utilize the content learned during the professional development sessions in their classrooms. In addition, the teachers' lesson plans, developed and collected during PD, are used to provide evidence of application and implementation of the PD.</p> <p>Our ongoing data collected during our calibration walkthroughs show implementation of blended learning in the K-12 classrooms, as well as evidence of student use of technology tools in the classroom.</p>		
--	---	--	--

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.8 Educational Technology: Provide materials and resources needed to implement 21st Century Learning activities within classrooms for unduplicated students to have improved access aligned to preparing them for higher education and future careers..</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Educational Technology Department provides logistical support via the resources which support 21st Century Learning. The department developed resources that led to the implementation of the "90-Minute Blended Learning/RTI Block." Additionally, we provide an array of infographics, documentation, and tutorials to facilitate</p>	<p>\$1,038,539 - LCFF - 1000-1999 Certificated Salaries - Action 1.6 funds support (repeated expenditure) \$35,743 - LCFF - 2000-2999 Classified Salaries - Action 1.6 funds support (repeated expenditure) \$187,614 - LCFF - 3000-3999 Employee Benefits - Action 1.6 funds support (repeated expenditure) \$332,000 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds</p>	<p>\$1,017,768 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$35,028 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$183,862 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$325,360 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$98,000 - LCFF - 5000-5999 Services and</p>

	<p>the implementation of our 21st Century Learning initiatives. The department has developed toolkits for Blended Learning and for the implementation of the 90 Minute ELD/RTI Block. The Edtech website provides online tutorials, videos and documents to support the implementation of 21st Century pedagogy, tools and skills. Additionally we have added AR/VR resources as well as 360 videos.</p>	<p>support (repeated expenditure) \$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.6 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>Other Operating Expenses (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>
--	--	---	---

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.9 Foster Youth/McKinney Vento: Maintain a system of monitoring academic and social emotional success as well as providing additional support services for Foster and Homeless youth to improve academic success.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The Foster and Homeless Youth Liaison continues to provide support and resources to ensure stability via site visits, home visits, parent guardian meetings and increased funding for the following: transportation (TAP Cards), school uniforms, hygiene kits (new), tutoring and access to afterschool programs for all Homeless and Foster Youth. Academics, graduation rates, suspensions, and college and career preparedness are closely monitored for these student groups. The CUSD Liaison in conjunction with the CUSD Attendance Administrator have proactively met with parents and schools to address these percentage rates. In</p>	<p>\$997,620 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure) \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure) \$237,446 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$977,668 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$99,435 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$232,697 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>

addition, home visits, motel visits, group home visits and other places that our youth are residing are being monitored to ensure that our youth with a high mobility rate are being identified and services are provided.

By paying specific attention to these student groups, we have seen an increase of 23% in the graduation rate for Foster Youth, and an increase of 13.6 % in the graduation rate for our CUSD Homeless Youth. Unfortunately, our Foster Youth College and Career Readiness has declined by 3.9% with 6.1% of 33 students being prepared; whereas, our Homeless declined at a greater rate of 8.4% with 16% of 81 Homeless Youth prepared for college. The suspension rate for our CUSD Foster Youth has decreased by 3.1 % with a suspension rate of 4.8% of 598 youth. Training and Interventions for both the CUSD Foster and Homeless Youth (Restorative Justice) has been initiated district wide to assist with decreasing the suspension rate to under 1% . Our CUSD Homeless suspension rate has also decreased by 2% with an overall suspension rate of 4.6% . Our CUSD Foster Youth Chronic Attendance rate has declined by 1.4% with an overall attendance rate of 18.9% adjusted for of 412 identified youth. However, our CUSD Homeless Youth Chronic Attendance rate has increased by 1.8% with an overall rate of 26.2% . The information provided to evaluate the academic growth / progress and or decline can be found on line at the CDE / Dashboard website. This hard evidence identifies the strengths and needs associated with our CUSD Foster and Homeless Youth.

Action 10

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.10 Foster Youth/McKinney Vento: Provide a Foster Youth Liaison and support staff to monitor and provide support services to Foster and Homeless Youth.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The Foster and Homeless Youth Administrator continues to provide necessary resources to improve stability and academic achievement for the identified student population. Increased funding allocations for transportation (TAP Cards), hygiene kits, school supplies, back packs and uniforms is a priority and continues to be supported by CUSD for both categories of identified youth. The CUSD Administrator has accessed additional Grant Funding Programs to support both the Foster and Homeless Youth in the form of mini grant(s) for shoes (Homeless Youth) and additional necessities for secondary Foster Youth. Homeless Youth and Transitional Families have access to programs designed to provide long term shelter and stability. Due to the increased numbers of Homeless Families reviews of SRQ's (Student Residency Questionnaires) and Needs Assessments promote the need for increased actions that allow Foster and Homeless Youth academic, social and personal success.</p>	<p>\$997,620 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure) \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure) \$237,446 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$977,668 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$99,435 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$232,697 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>
---	--	---	---

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$5,953,542 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$5,834,471 - LCFF - 1000-1999 Certificated Salaries</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.11 Grade Span Reduction (GSR): Provide reduced class sizes in grades TK-3 (K-1 25:1 & Grades 2-3 26:1 vs. CBA of 30:1) as allowable through funding and State Education Code.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>As required by the education code and allowable funding resources, the Grade Span Reduction program in grades TK-3 was implemented by the district.</p>	<p>\$1,130,410 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$1,107,802 - LCFF - 3000-3999 Employee Benefits</p>
--	--	---	---

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.12 Intervention & Enrichment: Provide ELA tutors (Project REACH) for grades TK-2 & 9-12 to improve literacy skills.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Through the partnership with California State University Dominguez Hills, Compton continued to receive tutors to support students in grades K-2 with foundational literacy skills and students in grades 9-12 with literacy support. This year, Project REACH expanded to support students in grades 3-8 as well. Project REACH tutors continued to meet monthly to receive training in reading intervention strategies as well as receive ongoing onsite modeling and coaching. Tutors were assigned to each of the 21 elementary schools, and 4 high schools to meet regularly with at-risk students to provide</p>	<p>\$1,000,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$980,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

small group instruction to improve literacy skills. In addition, tutors were assigned to support at the traditional middle school sites servicing students in grades 6-8.

The Project REACH program was recognized as a recipient of the 2018 California School Boards Association Golden Bell Award in the category of Curriculum and Instruction through the California Standards Implementation. Aimsweb Plus data reports continuous growth for students receiving Project REACH support in the following reading measures for the 2017-2018 school year: Kindergarten Letter Naming Fluency increased from an average of 2.9 points in the fall to 37.6 in the spring, Kindergarten Letter Sound Fluency increased from an average of 15.4 points in the fall to 31.7 in spring, 1st grade Oral Reading Fluency increased from an average of 13.9 points in the fall to 31.1 in the spring, and second grade Oral Reading Fluency increased from an average of 15.3 points in the fall to 52.8 in the spring. Project REACH serviced 748 kindergarten students, 696 1st grade students, and 593 second grade students for a total of 2037 students in 2017-2018 school year. Based on the 2018-2019 fall and winter data, Aimsweb Plus data reports the following positive tier 3 movement: a decrease of 17% of students in Kindergarten, 12% of students in 1st grade, and 8% of students in second grade.

Progress monitoring data is collected by tutors to guide small-group instruction. Weekly lesson plans are created by tutors identifying strategies to address alphabetic principle, phonics, and fluency. Surveys are sent to the administrators and teachers at the end of the school year to evaluate the effectiveness of the Project REACH program, and the feedback received so far is very positive. Informal data is also collected through conversations with the

teachers, administrators, and tutors during onsite coaching visits.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.13 Intervention & Enrichment: Provide a variety of computer-based programs to provide support for academic success in ELA and Math.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>In our district we provide a variety of computer-based programs that help support academic success in ELA and Mathematics.</p> <p>All K-8 schools and middle schools use i-Ready for math and ELA intervention. Students in grades K-8 also utilize My Personal Math Trainer from GoMath! for enrichment and intervention. Wonders (K-5) and My Collections (6-8) are the adopted ELA texts, and they also feature online components. We also provided 4 full days of training for math teachers on the use of Desmos. All K-8 elementary sites, and traditional middle schools use My SBAC to support writing instruction in grades 3-8. A blended learning/RTI 90-minute block exists at all K-8 schools where these resources are also used. We have also added Dreambox for our 8 lowest performing schools. Next Gen Math has also been added as a resource to practice CAASPP-like questions for grade levels K-8th.</p> <p>Math support classes at the high schools</p>	<p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$332,000 - LCFF - 4000-4999 Books and Supplies - Action 1.6 funds support (repeated expenditure)</p>	<p>\$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$325,360 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

	<p>use MATHia from Carnegie Learning. High school math classes also use programs like Khan Academy and Mathspace. High school ELA classes use the online components of the new Pearson ELA textbook adoption.</p> <p>Our usage reports show that all K-8 schools in the district are using (at different levels of implementation) the different online programs that are available for students. The systematic use of these programs show academic progress compared to last school year. As a district we use the i-Ready Reading and Math diagnostics three times a year. Our 2018 winter i-Ready Reading diagnostic shows that our projections for 2019 SBAC are higher than last school year (26% vs. 31% Met/Exceed), and the same applies to the area of Mathematics (19% vs. 25% Met/Exceed).</p>		
--	--	--	--

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.14 Intervention & Enrichment: Provide extended learning through additional instructional days and/or additional instructional minutes.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>All Schools Compton Unified School District provided one hundred and eighty three day school year and additional instructional minutes by extending 18 Wednesday to full instructional days versus minimum days and lengthening each school day.</p>	<p>\$5,211,207 - LCFF - 1000-1999 Certificated Salaries \$1,090,706 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$5,106,983 - LCFF - 1000-1999 Certificated Salaries \$1,068,892 - LCFF - 3000-3999 Employee Benefits</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.15 Intervention & Enrichment: Provide before and/or after school programs, summer learning programs and Saturday School programs to support student academic achievement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>As is the case in the previous year, all school sites in the district, have provided several forms of before and after school tutorials and support for at-risk students or students who are failing to master the academic standards for their grade level. Most of these intervention opportunities have focused on reading and mathematics.</p> <p>The high school credit recovery program is also offered at all the comprehensive high schools through the Edgenuity online program. The district maintained its partnership with El Camino Compton College that allow our students at the three high schools to have credit recovery opportunities as well as the ability to enhance credit acceleration courses.</p> <p>Saturday school is also offered at all sites to improve attendance and provide additional academic and enrichment support through the use of core and supplementary resources as well as online educational programs such as Imagine Learning, i-Ready (K-8) and Dreambox (8 lowest performing K-8 schools).</p> <p>In CUSD we also offered our Summer K-7 Summer Steam Program at five different</p>	<p>\$2,170,677 - LCFF - 1000-1999 Certificated Salaries \$454,323 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$2,127,263 - LCFF - 1000-1999 Certificated Salaries \$445,237 - LCFF - 3000-3999 Employee Benefits</p>

	<p>sites. We focused on the areas of reading, writing, and mathematics through small group differentiation and the use of online programs such as i-Ready. In addition, students had the opportunity to work on STEAM projects, participate in Robotics, and enjoy art lessons through Meet the Masters and LACMA. Our pre/post assessment showed academic growth for those students who participated regularly in the 5-week summer program.</p> <p>In addition, robotics and STEAM focused enrichment programs are implemented at the different school sites.</p>		
--	---	--	--

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.16 Intervention & Enrichment (ASES): Provide after school learning support and enrichment through the After School Enrichment and Safety program.</p>	<p>The CUSD Afterschool program mission is to ensure that all students develop their potential as life-long learners by providing meaningful, student-centered learning experiences through innovative enrichment activities and high quality academic support. The ASES Program provides a warm, caring environment beyond school hours where children have the opportunity to achieve academic success by using 21st century technology to complete homework and receive tutoring before going home. Additionally, our activities focus on the two required program elements: Educational Literacy and Educational Enrichment. Through on-line training and face-to-face professional development, staff of the Afterschool program meets the various needs of our students through a coordinated, structured integrated system of technology, homework assistance, tutoring, project based enrichment, Positive Behavior Intervention & Support (PBIS),</p>	<p>\$287,047 - After School Education & Safety - 1000-1999 Certificated Salaries - ASES Grant Funds</p> <p>\$1,904,380 - After School Education & Safety - 2000-2999 Classified Salaries - ASES Grant Funds</p> <p>\$269,630 - After School Education & Safety - 3000-3999 Employee Benefits - ASES Grant Funds</p> <p>\$100,000 - After School Education & Safety - 4000-4999 Books and Supplies - ASES Grant Funds</p> <p>\$435,231 - After School Education & Safety - 5000-5999 Services and</p>	<p>\$281,306 - After School Education & Safety - 1000-1999 Certificated Salaries</p> <p>\$1,866,292 - After School Education & Safety - 2000-2999 Classified Salaries</p> <p>\$264,237 - After School Education & Safety - 3000-3999 Employee Benefits</p> <p>\$98,000 - After School Education & Safety - 4000-4999 Books and Supplies</p> <p>\$426,526 - After School Education & Safety - 5000-5999 Services and Other Operating Expenses</p> <p>\$146,818 - After School Education & Safety - 7000-7499 Other</p>

and Crisis Prevention Intervention (CPI). As we prepare our youth to meet rigorous standards for the 21st century, the afterschool program focus less on what children should learn and more on how they learn. Students take a leadership role and are active participants and decision makers at their school site. In addition, the CUSD ASES Program provides active, collaborative and meaningful daily interactions to transform students into better learners, thinkers and leaders. All activities related to the required program elements line up closely with the Districts vision, mission, and educational goals. In addition to meeting our Districts goals, we also meet the standards of the California Department Education Learning in Afterschool & Summer (LIAS) Learning Principles, The Quality Standards for Expanded Learning Programs, and the California Common Core state standards. We pride ourselves on providing enriching opportunities for students that complement rather than duplicate the regular school day learning.

In collaboration with site administrators, district administrators, parents and teachers, we collected data in the following areas: attendance, behavior and social emotional development. The data indicate that the district's attendance goal in grades K-8 meet or exceeds expectations. Site Administrators report that students who attend the afterschool program have less behavior referrals than those who do not attend. Parents of children who attend the afterschool program reported that children have more confidence and enjoy attending the program. Teachers report that children who attend the afterschool program use the skills learnt in the program to resolve conflict or avoid conflict. As we move into the second half of the 2018/2019 school year, the afterschool program will continue to focus on the whole child. Research from the Center for Disease Control (CDC)

Other Operating Expenses -
ASES Grant Funds
\$149,814 - After School
Education & Safety -
7000-7499 Other

reported an increase in childhood obesity and Type II diabetes is on the rise among school age children in the past 10 years. CDC also reported approximately 35.7% of adults in the United States, 17.5% of children and adolescents aged 2-19 years are obese; therefore physical education and healthy living will be highly emphasized and supported in our programs as we close out the school year.

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.17 Intervention & Enrichment (GATE): Provide programs and services for students that extend learning, accelerate learning and meet the needs of Gifted students.</p>	<p>96% of our Elementary and Middle Schools turned in a School Site GATE Plan for the current year that detailed the following: Differentiation during the school day and any after school enrichment, how GATE students are grouped, their use of curriculum and instruction to meet the GATE program desired outcomes from the state, social and emotional development, site professional development, and program assessment (each trimester and annually).</p> <p>Our GATE Office has offered a total of 8 Site GATE Coordinators meetings, where they learned about best strategies to support their program, and the district-adopted guidelines for student GATE identification. Professional development sessions on best ways to meet the needs of our GATE students are offered by our GATE Administrator, and these sessions are open to all teachers. Some schools have GATE events and the District puts on events that feature high level work from</p>	<p>\$2,043,012 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure) \$357,513 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>\$2,002,152 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$350,363 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

	<p>the GATE population.</p> <p>We are also in the process of building a technology library that houses interactive presentations for students to learn about master artists while connected to various content areas and incorporating the Prompts of Depth and Complexity, which is a differentiation strategy primarily used for higher achieving students.</p> <p>From September 2018 to March 2019 a total of 17 schools were visited by our GATE Administrator for calibration walkthroughs, and 92% of the classes with GATE students showed evidence of differentiated instruction. The number of newly identified GATE students has also increased over the years: 2018/19: 295 (fall referrals), 2017/18: 282 referrals, 2016/17: 265 referrals, and 2015/16: 225 referrals.</p>		
--	---	--	--

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.18 Intervention & Enrichment (Early Ed): Provide pre-school opportunities for students who meet State and Federal guidelines for services.</p>	<p>The Early Childhood Education (ECE) Program continues to serve preschool students at 14 school sites. The program continues to participate on the QSLA Initiative and continues to receive technical assistance. In order to expand and support preschool teachers, the ECE program provided a week long STEAM Institute training during the month of June. Preschool students participated in a STEAM Summer Academy during the Summer. STEAM integration has been a major focus for our program this school year during the winter and spring months. Teachers are being supported by receiving ongoing professional development and</p>	<p>\$1,027,871 - Other State Revenues - 1000-1999 Certificated Salaries - Pre-school funds \$649,289 - Other State Revenues - 2000-2999 Classified Salaries - Pre-school funds \$617,021 - Other State Revenues - 3000-3999 Employee Benefits - Pre-school funds \$0 - Other State Revenues - 4000-4999 Books and Supplies - Pre-school funds \$0 - Other State Revenues - 5000-5999 Services and</p>	<p>\$1,007,314 - Other State Revenues - 1000-1999 Certificated Salaries \$636,303 - Other State Revenues - 2000-2999 Classified Salaries \$604,681 - Other State Revenues - 3000-3999 Employee Benefits \$0 - Other State Revenues - 4000-4999 Books and Supplies \$0 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$141,784 - Other State Revenues - 7000-7499</p>

	<p>coaching by the Child360 support team. During the 2018 -2019 school year, the ECE Department has also implemented a Dual Language Immersion class at Emerson. In addition, the ECE program continues to train new parents on the usage of Smarty Ants and how to use the program at home to increase student literacy.</p> <p>The ECE program was assessed by the UCLA evaluation team in the month of April. During the evaluation, thirteen of our preschool sites received a score of 4 and one site received a score 5 on a scale of 1-5 on the QIRS Tier rating. Participating in the QSLA initiative has made a difference on the growth that we have experienced. The ECE Department successfully completed a Contract Monitoring Review conducted by the Department of Education during the month of December. The field consultant conducted and Early Childhood Environment Rating Scale (ECERS) at Washington Elementary and received a score of 6.38 on a scale of 1-7.</p>	<p>Other Operating Expenses - Pre-school funds \$144,678 - Other State Revenues - 7000-7499 Other - Pre-school funds</p>	<p>Other</p>
--	--	--	--------------

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>LCFF Supplemental and Concentration</p>	<p>\$2,825,645 - LCFF - 1000-1999 Certificated Salaries \$591,407 - LCFF - 3000-3999 Employee Benefits \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF -</p>	<p>\$2,769,132 - LCFF - 1000-1999 Certificated Salaries \$579,579 - LCFF - 3000-3999 Employee Benefits \$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified</p>

<p>1.19 Interventions & Enrichment: Provide staff for instructional enrichment and intervention support services K-12.</p>	<p>grant funds and Title I, Part A funds were allocated to all sites. These funds were used to secure staff to provide instructional enrichment and intervention support for students at these sites. English Language Arts and Mathematics Specialist, English Learner Specialists and Categorical Program Specialists are some of the positions funded through these resources to support the academic needs of the students. In addition to these positions, extra-duty hours were provided to instructional staff to provide tutorial and enrichment programs for students in need of additional academic support.</p>	<p>2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>
--	--	--	---

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.20 Materials & Supplies: Provide students and staff with supplemental materials, supplies, and services to enhance the core instructional program and improve student achievement.</p>	<p>Local Control Funding Formula grants were provided to all school sites to implement increased and improved services to unduplicated pupils and pupils at-risk of not meeting content academic standards. The additional funds were used to provide supplemental instructional materials, supplies and other services to enhance the district's core program. The additional funds were geared towards improving/increasing the academic achievement of all student, especially low-income, English Learners, foster youths, and students at-risk of failing to meet state academic standards.</p> <p>Among other services our schools have implemented before and after school interventions for our at-risk student groups. Most schools have also offered academic interventions on Saturdays, and they ran their attendance recovery program.</p> <p>Schools also utilized their funding to hire</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$2,043,012 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds</p>	<p>\$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$2,002,152 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$350,363 - LCFF - 3000-3999 Employee Benefits (repeated</p>

college tutors and instructional assistants so that additional small-group differentiated instruction could be implemented for Tier II and Tier III students who are performing well below grade level.

As far as materials, they varied from technology devices (computers and/or iPads), licenses for online programs (e.g. Imagine Math or Think Cerca), 21st century learning spaces, additional leveled reading materials, or realia and manipulatives for our UCI math program.

support (repeated expenditure)
 \$357,513 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure)
 \$234,526 - LCFF - 4000-4999 Books and Supplies - Action 1.2 funds support (repeated expenditure)
 \$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure)
 \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure)
 \$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)
 \$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)
 \$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)

expenditure)
 \$229,835 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
 \$501,763 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)
 \$147,246 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)
 \$146,587 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)
 \$306,368 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
 \$343,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 21

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.21 Professional Development: Provide staff opportunities for professional learning, analysis of student data, maintaining highly qualified status, and meeting various State and Federal training requirements.</p>	<p>The Compton Unified School District provides a variety of professional learning opportunities at every level, including certificated and classified staff. The goal of this training sessions is not only to increase the level of expertise of our employees, but also to ensure that our district meet the various State and Federal training requirements.</p> <p>In Action 1.22 we cover the multiple professional development opportunities for teachers that are organized by the Educational Services Department. To those PD opportunities for teachers, we should add the professional development opportunities that we provide to our school counselors on how to better help all students (and specifically our unduplicated students) in the areas of academic achievement, personal/social development and career development. We should highlight, also, the ongoing professional development opportunities for our Instructional Assistants, Bilingual Instructional Assistants, Special Education Instructional Assistants, and our Project REACH and Project RISE tutors. These trainings take place throughout the school year, and the goal is to prepare them to better meet the academic needs of the students that they serve.</p> <p>Research and Evaluation (R&E) has also provided multiple training sessions both for administrators and teachers. Most of the trainings organized by R & E focus on data collection analysis of student data, and effective use of online data platforms (EADMS and Illuminate).</p>	<p>\$1,349,077 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$739,639 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>	<p>\$1,322,095 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$724,846 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>
--	---	--	--

Action 22

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.22 Professional Development: Provide on-going, relevant professional development in the content areas that is aligned to the California Content Standards and 21st Century Skills. This PD should focus on mathematics and language arts content areas to improve student literacy in each area.</p>	<p>The Ed. Services Department continues its efforts to improve student achievement in the areas of English Language Arts and Mathematics. Our department has participated in various professional development opportunities to support our district goals. We attended training on AVID Strategies, GATE Strategies, Math Strategies, Math Conceptual Understanding Strategies, Analytical Writing with My SBAC Coach, Social Studies Framework, and Reading Strategies. Staff members have had the opportunities to attend leadership conferences in Math and participated in professional development on all computer-based initiatives. These ongoing trainings have helped us better support schools with the implementation of programs and best instructional practices.</p> <p>In the area of reading, we provided ongoing training on the newly adopted curricula (Wonders, Collections, My Perspectives) and the English Language Development component. Follow-up training was also provided in the area of foundational literacy skills for our K-2 teachers, as well as a variety of literacy topics based on schools' needs. In addition, training on blended learning at the secondary level has been a major focus this year (elementary level last school year). This instructional model allows students to learn via electronic and online media as well as traditional face-to-face teaching. Blended learning gives our teachers the opportunity to provide differentiated ELD instruction, differentiated interventions, and enrichment activities while the students also have the opportunity to learn through the multiple online programs available to them (e.g. Khan Academy).</p> <p>In the area of Mathematics, ongoing</p>	<p>\$2,043,012 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure) \$357,513 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated expenditure) \$234,526 - LCFF - 4000-4999 Books and Supplies - Action 1.2 funds support (repeated expenditure) \$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure) \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 funds support (repeated expenditure) \$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure) \$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure) \$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure) \$4,078,536 - LCFF - 1000-1999 Certificated</p>	<p>\$2,002,152 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$350,363 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$229,835 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$501,763 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$147,246 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$146,587 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$306,368 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$343,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and</p>

	<p>professional development was provided to all elementary teachers and all Math middle school and high school teachers by UC Irvine on their math curriculum (Irvine Math Project). For K-8 teachers this was their first year of implementation. High school teachers have been working with UCI for several years now. The focus of this training is to better prepare teachers for the expectations of Common Core (CCSS). Teachers gain a deeper knowledge of the math framework, including mathematical practices. Job-embedded coaching was also provided to selected grade levels based on needs. After every training session a survey was provided to teachers. A high percentage of them would find the training valuable and we anticipate a positive impact on the upcoming CAASPP results.</p>	<p>Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$1,156,765 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>	<p>Supplies (repeated expenditure) \$1,133,630 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p>
--	--	--	---

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>1.23 Professional Development: Provide Specialists (District & Site) to train, coach, and develop curricular resources for classroom use.</p>	<p>The Compton Unified School District has Curriculum Specialists both at the district and site level. The goal of these Specialists to is provide interventions to students, while training and coaching teachers. They also help develop curricular resources for classroom use.</p> <p>The Ed Services division developed monthly District Specialist meetings to streamline training and communication. Curriculum Specialists, Testing Coordinators, EL Specialists and 21st Century Learning Specialists participated in a full day of professional development to ensure all district initiatives and programs were supported. These included administration of the CAASSP, ELPAC Training, Formative as an assessment tool,</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$2,043,012 - LCFF - 1000-1999 Certificated Salaries - Action 1.2 funds support (repeated expenditure) \$357,513 - LCFF - 3000-3999 Employee Benefits - Action 1.2 funds support (repeated</p>	<p>\$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$2,002,152 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$350,363 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$501,763 - LCFF - 1000-1999 Certificated Salaries (repeated</p>

	and many more areas of support. The Ed Services team also supported all specialists with professional development for the 90 Minute Block as well as blended learning. The Educational Technology team provided timely professional development monthly to site Tech Leads, who then disseminated that information to their school sites and continued with support in that area.	expenditure) \$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 funds support (repeated expenditure) \$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 funds support (repeated expenditure)	expenditure) \$146,587 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)
--	---	--	--

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.24 Professional Development (TIPS/PAR): Provide training and mentoring support for new teachers (TIPS) and struggling teachers (PAR).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This year 54 K-12 induction teacher-candidates in both General Education and Special Education departments participated in 18 different professional development sessions facilitated/coordinated by TIPS to support the candidates in the completion of their Individualized Learning Plan (ILP) and designed to build teachers capacity. The 54 candidates were also given 2 full days of release time (once per semester), substitute teachers provided, to observe/shadow expert teachers in the subject area or the CSTP standard they identified in their ILPs. The 25 mentors in K-12 General Education and Special Education Departments also attended and participated in 11 different PDs designed to build</p>	<p>\$222,324 - LCFF - 1000-1999 Certificated Salaries \$46,532 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$217,878 - LCFF - 1000-1999 Certificated Salaries \$45,601 - LCFF - 3000-3999 Employee Benefits</p>

mentors capacity. The 25 mentors were also provided 4 full days of release time during the year, substitute teachers provided, to observe their assigned candidates in their candidates classrooms. The mentors debrief with the candidates after every observation. Each mentor meets with his/her candidate(s) at least 1 hour weekly and submits the monthly collaborative log signed by the candidates site administrator. Each mentor is paid the extra duty hourly pay rate for the compensation for all required meetings during the year. The induction director and coordinator attend Cluster 4 meetings and professional development to ensure smooth and proper running of the program and within the CTC guidelines.

As a result of our efforts, 100% of induction candidates and mentors have adopted the use of Google Classroom as the electronic platform of induction to communicate, collaborate, and collect data specific to each candidate's Individualized Learning Plan. All candidates designed lesson plans showing evidence of application and implementation of professional development training participated in, and best practices captured when sent to shadow a veteran teacher in the field. Lesson Plans were collected during mentors' observations in the candidates' classrooms. Data collected from mentors' observations show evidence of professional growth with each candidate. Also, each mentor develops his/her own Individualized Learning Plan as a reflective practice to ensure smooth and effective support of the new teachers in their first 2 years of teaching experience. Our program Director and coordinator attend all Cluster 4 Directors' meetings and professional development to ensure smooth, proper, and effective program supervision and management. Data show at least 99% retention of new teachers who participated in the district's induction program.

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.25 Professional Development: Provide teachers with training in cultural proficiency to address the specific learning needs of CUSD student populations.</p>	<p>A professional workshop was held for our middle and high school Principals to address cultural responsive school systems with the goal of helping school sites to ensure systems and practices. In addition, two of our Elementary Schools (Kennedy and Longfellow) have been working throughout the school year with CLEAR</p> <p>-Collaborative Learning for Educational Achievement and Resilience- from Washington State University on promoting culturally competent trauma-informed practices. The work at Kennedy has been very successful, and their staff voted to continue with the services during the '19-'20 school year.</p>	<p>\$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)</p>	<p>\$343,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>1.26 School Site Funding: Provide individual school sites with supplemental</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In alignment with the LCAP actions and services all CUSD school sites received Supplemental and Concentration grant</p>	<p>\$6,347,898 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,362,320 - LCFF - 2000-2999 Classified Salaries</p> <p>\$2,104,032 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,588,796 - LCFF - 4000-4999 Books and Supplies</p> <p>\$2,172,308 - LCFF -</p>	<p>\$6,220,940 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,335,074 - LCFF - 2000-2999 Classified Salaries</p> <p>\$2,061,951 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,517,020 - LCFF - 4000-4999 Books and Supplies</p> <p>\$2,128,862 - LCFF -</p>

and concentration funding to support additional services, activities, materials, etc. that are inline with District LCAP Goals and Actions. The specific actions supported by these funds are noted as duplicates throughout the document.

funds and Title I, Part A funds to provide additional instructional support, activities and instructional materials to students. The instructional support to students came in the form of Curriculum Specialists, instructional assistants, or college tutors. Schools also purchased research-based materials to supplement the curriculum (e.g. leveled readers, classroom libraries, or math manipulatives). Title I funding has also been used by the schools to fund professional development opportunities for teachers, and workshop for parents. Schools sites were required to align these additional resources to the goals and actions adopted in the district LCAP plan. Each site's School Plan for Student Achievement was aligned to district LCAP goals and expectations. Through the annual program evaluation process, goals and actions implemented were reviewed for effectiveness and modification, if necessary.

Schools have used their LCAP allocation to fund instructional support and services through Curriculum Specialists, EL Specialists, 21st Century Learning Specialists, college tutors, and instructional assistants. Their main focus has been to provide direct services to Tier II and Tier III students (mostly unduplicated students) who are performing well below grade level, while at the same time they work closely with classroom teachers to provide coaching and professional development.

Among other services our schools have implemented before and after school interventions for our at-risk student groups. Most schools have also offered academic interventions on Saturdays, and they ran their attendance recovery program.

As far as materials, schools purchased technology devices (computers and/or iPads), licenses for online programs (e.g. Imagine Math or Think Cerca), 21st

5000-5999 Services and Other Operating Expenses
 \$2,533,237 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
 \$1,061,523 - Federal Revenues - Title I - 2000-2999 Classified Salaries
 \$944,137 - Federal Revenues - Title I - 3000-3999 Employee Benefits
 \$797,110 - Federal Revenues - Title I - 4000-4999 Books and Supplies
 \$777,482 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

5000-5999 Services and Other Operating Expenses
 \$2,482,572 - Federal Revenues - Title I - 1000-1999 Certificated Salaries
 \$1,040,293 - Federal Revenues - Title I - 2000-2999 Classified Salaries
 \$925,254 - Federal Revenues - Title I - 3000-3999 Employee Benefits
 \$781,168 - Federal Revenues - Title I - 4000-4999 Books and Supplies
 \$761,932 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

century learning spaces, additional leveled reading materials, and realia and manipulatives for our UCI math program (amongst others).

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 California School Dashboard, as applicable.

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

The actions and services related to Goal 1 are designed to outline the professional development, general enrichment courses, intervention, and support tools needed to meet the current California Content Standards, but more importantly to be prepared for the demands of a global society. During the '18-'19 school year, the CUSD has worked to provide a wide array of professional development opportunities for all district staff, not only targeting academics, but also the socio-emotional wellbeing of our students.

Ongoing training has been provided around the CCSS in both math and reading, as well as the new reading curriculum programs for elementary (Reading Wonders) and secondary schools (Collections and My Perspectives). At K-8 level, we have provided ongoing training in the areas of analytical and process writing through the implementation of Step Up to Writing Strategies and My SBAC Coach. K-8 teachers have also received training on the implementation of multiple online programs (e.g. i-Ready, Imagine Learning, Next Gen Math, Dreambox, My SBAC Coach) and how to leverage the power of technology to meet the academic needs of our students. All K-5 teachers and 6-8 Math teachers have also received training in the area of mathematics provided by the University of California Irvine (UCI). At the secondary level, our math scores also indicated the need to pay special attention to this area; therefore, training and coaching were provided to Math teachers by UCI. Other major training opportunities offered this year included Blended Learning, Project-Based Learning (PBL), GATE strategies, an Introduction to the New Generation Science Standards (CUSDH), as well as the History Social Science Standards (UCLA Center X).

In addition to professional development, we continued working towards building systematic, and data-driven interventions. At the Elementary level, we provided Project REACH Tutors for Tier III students in grades K-2, and we also expanded the program to include students in grades 3-5 and 6-8 who have significant gaps in literacy. Elementary and middle school Tier III students also received math intervention through our Project RISE tutors, while High Schools received math intervention during/after school, and on Saturdays through California State University Dominguez Hills (CSUDH) Tutors. Our systematic approach to interventions also included the implementation of small group interventions through a blended learning approach (90-Minute Block), Summer STEAM Program, Summer Bridge for at-risk rising freshmen, and online programs such as i-Ready, My SBAC Coach, Imagine Learning, Dreambox, Smarty Ants for preschoolers, Rosetta Stone for newcomers, and Discovery Education. In addition to interventions, we have implemented a variety of enrichment opportunities for our students. These include enrichment teachers for K-8 schools (music, photography, art), visual arts through Meet the Masters and Theater of Hearts (grade 4 students) in all of our elementary schools, advanced placement tutorials for our high school students through the UCLA Center X, Free SAT and ACT Preparation classes, and CTE pathways. In addition, we have provided actions/services related to enrichment and movement into 21st Century skills, including a robust instructional technology program K-12, Project Lead the Way, coding, and robotics. Through Goal 1 many varied enhanced or extended services were provided to students. For example, in K-8 schools additional PE time was provided through enrichment teachers and CF Fitness specializing in physical education. To reduce class size the ratio of classes continued in K-3 to less than 26 (e.g. K-1 = 25:1 & Grades 2-3 = 26:1).

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

When examining the various metrics associated with Goal 1 and the other academic goals connected to Goal 1, CUSD is making progress and is focused on the areas of most need, including literacy and math. Continuing with these actions and services next year is critical as true change occurs with consistent implementation over 3-5 years. By maintaining the goals and services between '18-'19 and '19-'20 CUSD is on track to have greater impact on student achievement through consistency versus changing the actions in a reactionary manner. The current progress shows that we should keep moving in this direction.

As we walk campuses across the district we see teachers leveraging the power of technology and more students engaged in the learning. We observe more opportunities that promote collaboration, communication, creativity, and critical thinking for our students. The focus on STEAM, robotics, coding, and the arts is helping our students develop their 21st century learning skills and we are better preparing them for college and career. District wide events such as our STEAMFest come to showcase the work that we are doing with our students in the area of STEAM. In fact, CUSD and El Segundo will be hosting the League of Innovative Schools next school year and Principals from over one hundred school districts will be learning about the work that we are doing in our schools.

Our system of interventions, whether they are led by the school sites (e.g. Curriculum Specialists, Instructional Assistants, College Tutors, before/after school interventions, Saturday School) or coordinated by Ed. Services (e.g. Project REACH and Project RISE, EL Bilingual Instructional Assistants, Ed. Services Curriculum Specialists) have proved to have a positive impact on student academic achievement. In fact, our Project REACH Program, for example, received the Golden Bell Award from the California School Board Association for helping address the deficits in foundational literacy skills of our K-2 students. Our online intervention programs (e.g. i-Ready or Imagine Learning) are also giving us some positive results. Our fall diagnostic assessment, for example, show that we made progress in both areas (Math and Reading), and at every grade level (K-8) when compared to last school year.

The work around developing the social emotional skills and resilience in our students while building trauma-informed schools is helping with conditions of learning and climate. As a result, our suspension rate is 2% and declined 2.4% (BLUE). Only 1 student was expelled during the 2018-2019 school year.

As a result of our ongoing professional development, enrichment courses, interventions, and support tools data indicates that students are making steady progress in meeting or exceeding state standards. CAASPP data shows improvement over the last three years (15/16 to 17-18) from 23% to 34.9%. Preliminary CAASPP data for 18-19 indicates that we will grow this year about 3 percentage points. In the area of mathematics, our district increased from 16% to 26.4%. Preliminary CAASPP data in math indicates that we will be at around 30% Meet/Exceed (pending). At the high school level, we have increased our graduation rates from 78% to 84%, and we decreased our drop out rates from 15% to 10%. Our A-G completers increased from 26% to 36%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actuals.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There are no major changes made to Goal # 1, but some of the actions will now incorporate some modifications.

Action 1.8 will now incorporate a focus on building 21st century learning spaces to guarantee that all students, and specifically our unduplicated students and students with special needs, are provided physical learning environments that sustain and promote multiple modes of students learning, supporting both individual and group work, providing space for presentation and exploration, promoting interaction and a sense of community, and fostering both formal and informal learning.

Action 1.13 will expand the use of our computer-based programs including, but not limited to, NextGen Math, and My SBAC Coach for grades K-12.

The writing training provided through My SBAC Coach and Step Up to Writing this year focused on grades 3-8. Our focus will incorporate K-2 and 9-12 during the upcoming school year.

Action 1.14 has been clarified. We will be providing extended learning through additional instructional days and/or additional instructional minutes. All schools in Compton Unified School District will provide one hundred and eighty-three day school year and additional instructional minutes by extending 18 Wednesdays to full instructional days versus minimum days and lengthening each school day.

Action 1.15 will focus more on increasing and improving our intervention programs. This is something that was highlighted by our DELAC and DAC committees. These interventions will start earlier in the school year, and they will be intentional and aimed at a particular weakness. Ed. Services will work very closely with our district Curriculum Specialists (ELA, Math and EL) to make sure interventions are specific and formalized. They will last a certain number of weeks or months as will be reviewed at set intervals.

Action 1.17 will be modified to increase services for our GATE students. All school sites must provide an extension program after school or on Saturdays for our identified gifted and students. In addition, as a district we will incorporate a GATE recreation day, and we will add a site-based annual celebration for newly identified students.

Action 1.19 will be modified to increase direct services to students through targeted interventions. This year LCFF Supplemental and Concentration grant funds and Title I, Part A funds were allocated to all sites. These funds were used to secure staff to provide instructional enrichment and intervention support for students at these sites. English Language Arts and Mathematics Specialist, English Learner Specialists and Categorical Program Specialists are some of the positions funded through these resources to support the academic needs of the students. For the upcoming 2019-2020 school year, we will continue with the ELA, EL, and Math Specialists positions. However, these Curriculum Specialists will be coordinated directly by Educational Services, they will receive intensive professional development, and they will be deployed to the sites for targeted interventions and ongoing coaching and professional development with teachers.

Action 1.21 will be modified to specifically include general education and special education teachers as well as our long-term substitutes. It is important that all of them are provided with ongoing professional development and common planning so that so that they can better meet the needs of all the students in the classroom, including unduplicated students as well as students with special needs.

Finally, Action 1.22 will continue focusing on professional development aligned to the California Content Standards and 21st Century Skills. However, this professional development will not only focus on mathematics and language arts. It will also incorporate writing with My SBAC Coach/Step Up to Writing for all grades (K-12), the History/Social Science Framework, or the Next Generation Science Standards (NGSS). During the upcoming 2019-2020 school year, the UCLA HGP will lead 6th-12th grade History-Social Studies through the Lesson Study Cycle to support teachers in learning about disciplinary writing, analyzing student writing samples, reviewing the curriculum maps, and gathering and using data via formative assessments to inform instruction. This will keep teachers focused on implementing the inquiry-based and student literacy-focused curriculum maps. In the area of NGSS, elementary teachers and single subject science teachers will participate in training conducted by UCLA Center X.

Goal 2

Goal 2:

All staff and community partners will collaborate to ensure all necessary materials, equipment and supports are provided to students within a safe and well-maintained learning environment.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Basic Textbook Compliance	2018-19 Maintain William's Compliant Authorization from LACOE - 100%	We maintained William's compliant authorization from LACOE. All schools audited had sufficient textbooks. Goal was met.
Basic Facilities Compliance	2018-19 Maintain the William's Compliance rating of 90% or higher for each school. Decrease William's Facilities complaints to less than 15.	CUSD met William's basic facilities compliance of 90% or higher. Goal was met.
Basic Teacher Assignments	2018-19 Fully credentialed teachers = 100% Appropriately assigned teachers = 100%	98% of our teachers are credentialed. Goal almost met. 2% are university interns. 100% of our teachers have been appropriately assigned as of January 2019. Goal met.
Suspension rates	2018-19 Decrease suspension rate to 2%.	The goal for 2018 was met. The Dashboard shows 2% suspension rate for CUSD (BLUE). Declined: -2.4%. Data for 2019 will be published in the fall, although internal tools predict that we will stay below 2%.

Expulsion rate	2018-19 Maintain low rate of expulsions at less than 1% overall.	Expulsion rate is below 1% as of 5/17/19. Goal was met.
Local School Connectedness/Climate Survey	2018-19 Increase the percentage of agree/strongly agree by 3% in each area over the 2017-2018 data.	Although in many of the areas we have seen an increase, there are other areas where the growth was less than 3%, particularly in areas pertaining to students following directions/rules (Student survey), and schools providing enough social emotional support (Staff Survey). Students, in particular, continue showing concern regarding their school grounds being clean and in good condition (41.12%), or students treating each other with respect (41.73%).
Implementation of Academic Standards	2018-19 Move ratings for each question on the Academic Standards & Frameworks Reflection Tool to a majority score (90%) of a 4 or 5 in each area for each question.	When looking at the Academic Standards & Frameworks Reflection Tool we see that a total of nine areas with a 5, six areas with a 4, four areas with a 3, and four areas with a 2. Although we did not meet the goal of scoring a 4 or a 5 in all areas, it is definitely an improvement from the year before, when we only have a total of eight areas with a score of 4 or 5.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.1 Core Services: Provide core instructional programs and services to meet the goals of the District, the regulations outlined by CUSD Board Policy and California Education Code.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>In compliance with regulations and requirements outlined in CUSD Board Policy and California Education Code, core instructional programs and services designed to meet the academic goals of the District were provided to all students to raise academic achievement. Our sites underwent the Williams textbook audit and we were 100% compliant.</p>	<p>\$61,685,627 - LCFF - 1000-1999 Certificated Salaries - Teachers:Base/K-3/EPA \$8,336,343 - LCFF - 1000-1999 Certificated Salaries - Site Administrators \$8,085,360 - LCFF - 2000-2999 Classified Salaries - School Site \$18,199,508 - LCFF - 3000-3999 Employee Benefits \$2,434,027 - LCFF - 4000-4999 Books and Supplies \$512,502 - LCFF - 2000-2999 Classified Salaries - TIIG - School Site \$278,903 - LCFF - 3000-3999 Employee Benefits - TIIG - Shool Site \$0 - Other Local Revenues - 1000-1999 Certificated Salaries - WME Foundation & Project Lead the Way \$23,729 - Other Local Revenues - 2000-2999 Classified Salaries - WME Foundation & Project Lead the Way \$1,171 - Other Local Revenues - 3000-3999</p>	<p>\$60,451,914 - LCFF - 1000-1999 Certificated Salaries \$8,169,616 - LCFF - 1000-1999 Certificated Salaries \$7,923,653 - LCFF - 2000-2999 Classified Salaries \$17,835,518 - LCFF - 3000-3999 Employee Benefits \$2,385,346 - LCFF - 4000-4999 Books and Supplies \$502,252 - LCFF - 2000-2999 Classified Salaries \$273,325 - LCFF - 3000-3999 Employee Benefits \$0 - Other Local Revenues - 1000-1999 Certificated Salaries \$23,254 - Other Local Revenues - 2000-2999 Classified Salaries \$1,148 - Other Local Revenues - 3000-3999 Employee Benefits \$1,921,619 - LCFF - 2000-2999 Classified Salaries \$629,631 - LCFF -</p>

Employee Benefits - WME Foundation & Project Lead the Way \$1,960,836 - LCFF - 2000-2999 Classified Salaries - Fiscal Serices Dept. \$642,481 - LCFF - 3000-3999 Employee Benefits - Fiscal Services Dept. \$39,778 - LCFF - 4000-4999 Books and Supplies - Fiscal Services Dept. \$207,460 - LCFF - 5000-5999 Services and Other Operating Expenses - Fiscal Services Dept. \$44,908 - LCFF - 2000-2999 Classified Salaries - Office of Communication \$24,203 - LCFF - 3000-3999 Employee Benefits - Office of Communication \$22,575 - LCFF - 4000-4999 Books and Supplies - Office of Communication \$70,840 - LCFF - 2000-2999 Classified Salaries - Board of Education \$18,079 - LCFF - 3000-3999 Employee Benefits - Board of Education \$13,082 - LCFF - 4000-4999 Books and Supplies - Board of Education \$93,972 - LCFF -	3000-3999 Employee Benefits \$38,982 - LCFF - 4000-4999 Books and Supplies \$203,311 - LCFF - 5000-5999 Services and Other Operating Expenses \$44,010 - LCFF - 2000-2999 Classified Salaries \$23,719 - LCFF - 3000-3999 Employee Benefits \$22,124 - LCFF - 4000-4999 Books and Supplies \$69,423 - LCFF - 2000-2999 Classified Salaries \$17,717 - LCFF - 3000-3999 Employee Benefits \$12,820 - LCFF - 4000-4999 Books and Supplies \$92,093 - LCFF - 2000-2999 Classified Salaries \$35,849 - LCFF - 3000-3999 Employee Benefits \$323,724 - LCFF - 4000-4999 Books and Supplies \$142,224 - LCFF - 5000-5999 Services and Other Operating Expenses \$151,198 - LCFF - 2000-2999 Classified Salaries \$64,278 - LCFF - 3000-3999 Employee Benefits
--	---

2000-2999 Classified Salaries - Mechanic Shop	\$96,033 - LCFF -
\$36,581 - LCFF -	2000-2999 Classified Salaries
3000-3999 Employee Benefits - Mechanic Shop	\$30,516 - LCFF -
\$330,331 - LCFF -	3000-3999 Employee Benefits
4000-4999 Books and Supplies - Mechanic Shop	\$1,208 - LCFF - 4000-4999
\$145,127 - LCFF -	Books and Supplies
5000-5999 Services and Other Operating Expenses - Mechanic Shop	\$542,056 - LCFF -
\$154,284 - LCFF -	5000-5999 Services and Other Operating Expenses
2000-2999 Classified Salaries - Channel 26 TV Production	\$190,260 - LCFF -
\$65,590 - LCFF -	2000-2999 Classified Salaries
3000-3999 Employee Benefits - Channel 26 TV Production	\$86,714 - LCFF -
\$97,993 - LCFF -	3000-3999 Employee Benefits
2000-2999 Classified Salaries - Risk Management	\$5,144 - LCFF - 4000-4999
\$31,139 - LCFF -	Books and Supplies
3000-3999 Employee Benefits - Risk Management	\$49,344 - LCFF -
\$1,233 - LCFF - 4000-4999	5000-5999 Services and Other Operating Expenses
Books and Supplies - Risk Management	\$219,438 - LCFF -
\$553,118 - LCFF -	1000-1999 Certificated Salaries
5000-5999 Services and Other Operating Expenses - Risk Management	\$48,360 - LCFF -
\$194,143 - LCFF -	3000-3999 Employee Benefits
2000-2999 Classified Salaries - Research & Evaluation Dept.	\$84,256 - LCFF -
\$88,484 - LCFF -	2000-2999 Classified Salaries
3000-3999 Employee Benefits - Research & Evaluation Dept.	\$214,262 - LCFF -
\$5,249 - LCFF - 4000-4999	3000-3999 Employee Benefits
	\$51,706 - LCFF -
	2000-2999 Classified Salaries
	\$24,064 - LCFF -
	3000-3999 Employee Benefits
	\$0 - Other Federal Funds -
	2000-2999 Classified Salaries
	\$0 - Other Federal Funds -

Books and Supplies - Research & Evaluation Dept. \$50,351 - LCFF - 5000-5999 Services and Other Operating Expenses - Research & Evaluation Dept. \$223,916 - LCFF - 1000-1999 Certificated Salaries - Research & Evaluation - TIIG \$49,347 - LCFF - 3000-3999 Employee Benefits - Research & Evaluation - TIIG \$85,976 - LCFF - 2000-2999 Classified Salaries - Health Services Dept. \$218,635 - LCFF - 3000-3999 Employee Benefits - Health Services Dept. \$52,761 - LCFF - 2000-2999 Classified Salaries - Health Services - TIIG \$24,555 - LCFF - 3000-3999 Employee Benefits - Health Service - TIIG \$0 - Other Federal Funds - 2000-2999 Classified Salaries - Health Services - Medical Billing \$0 - Other Federal Funds - 3000-3999 Employee Benefits - Health Services - Medical Billing \$38,269 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses -	3000-3999 Employee Benefits \$37,504 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses \$26,374 - Other Local Revenues - 1000-1999 Certificated Salaries \$0 - Other Local Revenues - 2000-2999 Classified Salaries \$1,319 - Other Local Revenues - 3000-3999 Employee Benefits \$205,701 - LCFF - 1000-1999 Certificated Salaries \$77,604 - LCFF - 2000-2999 Classified Salaries \$113,897 - LCFF - 3000-3999 Employee Benefits \$2,940 - LCFF - 4000-4999 Books and Supplies \$24,179 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,412,172 - LCFF - 2000-2999 Classified Salaries \$605,114 - LCFF - 3000-3999 Employee Benefits \$53,605 - LCFF - 4000-4999 Books and Supplies \$560,852 - LCFF - 5000-5999 Services and Other Operating Expenses \$127,832 - LCFF - 2000-2999 Classified Salaries
---	--

Health Services - Medical Billing	\$57,302 - LCFF - 3000-3999 Employee Benefits
\$26,912 - Other Local Revenues - 1000-1999 Certificated Salaries - Health Service - TUPE	\$131,070 - Other Local Revenues - 2000-2999 Classified Salaries
\$0 - Other Local Revenues - 2000-2999 Classified Salaries - Health Services - TUPE	\$66,872 - Other Local Revenues - 3000-3999 Employee Benefits
\$1,346 - Other Local Revenues - 3000-3999 Employee Benefits - Health Services - TUPE	\$426,616 - LCFF - 2000-2999 Classified Salaries
\$209,899 - LCFF - 1000-1999 Certificated Salaries - Business Services	\$172,189 - LCFF - 3000-3999 Employee Benefits
\$79,188 - LCFF - 2000-2999 Classified Salaries - Business Services	\$37,240 - LCFF - 4000-4999 Books and Supplies
\$116,221 - LCFF - 3000-3999 Employee Benefits - Business Services	\$107,547 - LCFF - 5000-5999 Services and Other Operating Expenses
\$3,000 - LCFF - 4000-4999 Books and Supplies - Business Services	\$791,054 - LCFF - 2000-2999 Classified Salaries
\$24,672 - LCFF - 5000-5999 Services and Other Operating Expenses - Business Services	\$320,572 - LCFF - 3000-3999 Employee Benefits
\$1,440,992 - LCFF - 2000-2999 Classified Salaries - ITD	\$33,909 - LCFF - 4000-4999 Books and Supplies
\$617,463 - LCFF - 3000-3999 Employee Benefits - ITD	\$356,048 - LCFF - 5000-5999 Services and Other Operating Expenses
\$54,699 - LCFF - 4000-4999 Books and Supplies - ITD	\$844,952 - LCFF - 2000-2999 Classified Salaries
\$572,298 - LCFF - 5000-5999 Services and	\$316,340 - LCFF - 3000-3999 Employee Benefits
	\$198,112 - LCFF - 4000-4999 Books and Supplies
	\$20,160 - LCFF - 5000-5999 Services and

Other Operating Expenses - ITD	Other Operating Expenses \$185,220 - LCFF -
\$130,441 - LCFF -	1000-1999 Certificated
2000-2999 Classified	Salaries
Salaries - ITD - TIIG	\$112,278 - LCFF -
\$58,471 - LCFF -	2000-2999 Classified
3000-3999 Employee	Salaries
Benefits - ITD - TIIG	\$119,091 - LCFF -
\$133,745 - Other Local	3000-3999 Employee
Revenues - 2000-2999	Benefits
Classified Salaries - ITD -	\$2,698 - LCFF - 4000-4999
Surcharges	Books and Supplies
\$68,237 - Other Local	\$5,566 - LCFF - 5000-5999
Revenues - 3000-3999	Services and Other
Employee Benefits - ITD -	Operating Expenses
Surcharges	\$13,153,113 - LCFF -
\$435,322 - LCFF -	5000-5999 Services and
2000-2999 Classified	Other Operating Expenses
Salaries - Personnel	\$0 - Other State Revenues
Commission	- 5000-5999 Services and
\$175,703 - LCFF -	Other Operating Expenses
3000-3999 Employee	\$4,765,245 - LCFF -
Benefits - Personnel	7000-7499 Other
Commission	\$2,023,780 - Other Local
\$38,000 - LCFF -	Revenues - 5000-5999
4000-4999 Books and	Services and Other
Supplies - Personnel	Operating Expenses
Commission	\$3,888,092 - Other Local
\$109,742 - LCFF -	Revenues - 6000-6999
5000-5999 Services and	Capital Outlay
Other Operating Expenses -	\$320,130 - Other Local
Personnel Commission	Revenues - 2000-2999
\$807,198 - LCFF -	Classified Salaries
2000-2999 Classified	\$126,578 - Other Local
Salaries - Warehouse	Revenues - 3000-3999
\$327,114 - LCFF -	Employee Benefits
3000-3999 Employee	\$7,764,165 - Other Local
Benefits - Warehouse	Revenues - 5000-5999
\$34,601 - LCFF -	Services and Other
4000-4999 Books and	Operating Expenses
Supplies - Warehouse	\$10,147,995 - Other Local
\$363,314 - LCFF -	Revenues - 5000-5999
5000-5999 Services and	Services and Other
Other Operating Expenses -	Operating Expenses

	Warehouse \$862,196 - LCFF - 2000-2999 Classified Salaries - Purchasing/Repro-graphics Dept. \$322,796 - LCFF - 3000-3999 Employee Benefits - Purchasing/Repro-graphic Dept. \$202,155 - LCFF - 4000-4999 Books and Supplies - Purchasing/Repro-graphic Dept. \$20,571 - LCFF - 5000-5999 Services and Other Operating Expenses - Purchasing/Repro-graphic Dept. \$189,000 - LCFF - 1000-1999 Certificated Salaries - Education Services \$114,569 - LCFF - 2000-2999 Classified Salaries - Education Services \$121,521 - LCFF - 3000-3999 Employee Benefits - Education Services \$2,753 - LCFF - 4000-4999 Books and Supplies - Education Services \$5,680 - LCFF - 5000-5999 Services and Other Operating Expenses - Education Services \$13,421,544 - LCFF - 5000-5999 Services and Other Operating Expenses - District-wide	\$1,158,711 - Other Local Revenues - 6000-6999 Capital Outlay \$3,479 - LCFF - 5000-5999 Services and Other Operating Expenses \$316,646 - LCFF - 5000-5999 Services and Other Operating Expenses
--	--	---

\$0 - Other State Revenues
- 5000-5999 Services and
Other Operating Expenses -
Lottery
\$4,862,495 - LCFF -
7000-7499 Other -
District-wide
\$2,065,082 - Other Local
Revenues - 5000-5999
Services and Other
Operating Expenses - Fund
14 Deferred Maintenance
transferred from Base
\$3,967,441 - Other Local
Revenues - 6000-6999
Capital Outlay - Fund 14
Deferred Maintenance
transferred from Base
\$326,663 - Other Local
Revenues - 2000-2999
Classified Salaries - Fund
67 Self Insurance - Risk
Mgmt.
\$129,161 - Other Local
Revenues - 3000-3999
Employee Benefits - Fund
67 Self Insurance - Risk
Mgmt.
\$7,922,617 - Other Local
Revenues - 5000-5999
Services and Other
Operating Expenses - Fund
67 Self Insurance -
Districtwide
\$10,355,097 - Other Local
Revenues - 5000-5999
Services and Other
Operating Expenses - Fund
21 Building Fund - GOB
\$1,182,358 - Other Local
Revenues - 6000-6999
Capital Outlay - Fund 21
Building Fund - GOB
\$3,550 - LCFF - 5000-5999

		Services and Other Operating Expenses - Office of Communication \$323,108 - LCFF - 5000-5999 Services and Other Operating Expenses - Board of Education	
--	--	---	--

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.2 Facilities & Maintenance: Provide facilities that are well maintained, appropriately cleaned, and meet 21st Century expectations (e.g., computer technology infrastructure, green utilities management, State & Federally compliant, etc.).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CUSD coordinated all facilities and maintenance activities to ensure that sites were well maintained and able to meet the demands of the school year. The sites that underwent the Williams Facilities audit were found in good condition. Many facilities projects (e.g. new fields, new security fences, etc.) were completed this year and preparation was made for the building of the new Compton High School campus. For the future, staff development (training) will be the key aspect to ensure that our team provides well-maintained facilities. This includes holding trainings for maintenance and school site custodial staff on the important aspects of the Facilities Inspection Tool (FIT) requirements. We will also continue focusing on assessing and providing all tools and equipment needed to ensure complete and quality work. We will also continue working with Facilities, Maintenance and the school sites to bridge the communication gap . This means holding regular meeting with facilities and maintenance along with all</p>	<p>\$876,432 - LCFF - 2000-2999 Classified Salaries</p> <p>\$332,570 - LCFF - 3000-3999 Employee Benefits</p> <p>\$80,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,046,048 - LCFF - 2000-2999 Classified Salaries</p> <p>\$776,009 - LCFF - 3000-3999 Employee Benefits</p> <p>\$54,987 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$876,432 - LCFF - 2000-2999 Classified Salaries</p> <p>\$332,570 - LCFF - 3000-3999 Employee Benefits</p> <p>\$78,400 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,046,048 - LCFF - 2000-2999 Classified Salaries</p> <p>\$776,009 - LCFF - 3000-3999 Employee Benefits</p> <p>\$53,887 - LCFF - 4000-4999 Books and Supplies</p>

stakeholder(school site, unions and others) on public works projects so they may provide suggestions and input. This practice and overall objective will provide a transparent approach to ensure that our team meets the needs of the educational programs, with the proper 21st century exceptions and LCAP goal (s).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.3 Food Services: Provide food services for students that meet all State and Federal School Lunch Program requirements.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Compton Unified continued to prioritize student participation in the National School Lunch program. To date, with 143 school days recorded through March 31, 2019, our average meals per day is as follows: On average, the district served about 10,277 breakfast meals, 14,648 lunch meals, 1,442 snack meals, and 1,456 supper meals. At the elementary and middle school levels, students were offered breakfast in the classroom. Students participating in the ASES program received supper at each participating site.</p>	<p>\$6,520,605 - Other Federal Funds - 2000-2999 Classified Salaries - Cafeteria Funds \$2,428,505 - Other Federal Funds - 3000-3999 Employee Benefits - Cafeteria Funds \$7,367,377 - Other Federal Funds - 4000-4999 Books and Supplies - Cafeteria Funds \$306,142 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Cafeteria Funds \$656,271 - Other Federal Funds - 7000-7499 Other - Cafeteria Funds \$2,584,322 - LCFF - 2000-2999 Classified Salaries - Routine Restricted Maintenance transfer from Base \$959,989 - LCFF - 3000-3999 Employee Benefits - Routine Restricted Maintenance</p>	<p>\$6,390,193 - Other Federal Funds - 2000-2999 Classified Salaries \$2,379,935 - Other Federal Funds - 3000-3999 Employee Benefits \$7,220,029 - Other Federal Funds - 4000-4999 Books and Supplies \$300,019 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses \$643,146 - Other Federal Funds - 7000-7499 Other \$2,532,636 - LCFF - 2000-2999 Classified Salaries \$940,789 - LCFF - 3000-3999 Employee Benefits \$1,030,888 - LCFF - 4000-4999 Books and Supplies \$3,937,495 - LCFF - 5000-5999 Services and Other Operating Expenses \$9,800 - LCFF - 6000-6999 Capital Outlay</p>

		transfer from Base \$1,051,927 - LCFF - 4000-4999 Books and Supplies - Routine Restricted Maintenance transfer from Base \$4,017,852 - LCFF - 5000-5999 Services and Other Operating Expenses - Routine Restricted Maintenance transfer from Base \$10,000 - LCFF - 6000-6999 Capital Outlay - Routine Restricted Maintenance transfer from Base	
--	--	--	--

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.4 Professional Development: Provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In addition to any training that may have been offered in our district to comply with state and federal requirements, additional professional development was provided to both certificated and classified employees with the goal to improve services for our English Learners, Foster Youth and Low-Income students. The training were provided both within the district and via professional conferences. Our internal training involved multiple</p>	<p>\$70,000 - LCFF - 2000-2999 Classified Salaries \$30,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$68,600 - LCFF - 2000-2999 Classified Salaries \$29,400 - LCFF - 3000-3999 Employee Benefits</p>

departments such as Personnel Commission, the English Learners Department, and Pupil Services. The training included, for example, management, instructional assistants, or community relations specialists. The professional development offered, covered a wide variety of topics such as: strategies to closely monitor EL student progress towards meeting reclassification criteria; how to increase awareness among parents about the importance of reclassification and how to better support their students towards achieving this goal; how to better support our unduplicated students to meet A-G and graduation requirements; implementing strategies to create a school environment that is emotionally safe and supportive of students who experience foster care; or connecting families of low income students to community resources.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.5 Security and Safety: Provide a safe and secure learning environment in each district campus through staffing, the implementation of State and Federal safety requirements and Safety Plans, etc.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The CUSD evaluated and deployed security personnel at school sites as needed. We provided relevant training for security personnel such as active shooter response, CPR/First Aid, and Positive Behavior Intervention Skills (PBIS). 80% of our schools also received training on active shooter responses, as well as emergency management process. In addition, we provided civilian staff training</p>	<p>\$2,248,813 - LCFF - 2000-2999 Classified Salaries</p> <p>\$884,592 - LCFF - 3000-3999 Employee Benefits</p> <p>\$15,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$2,203,837 - LCFF - 2000-2999 Classified Salaries</p> <p>\$866,900 - LCFF - 3000-3999 Employee Benefits</p> <p>\$14,700 - LCFF - 4000-4999 Books and Supplies</p>

	<p>for active shooter response, trauma informed response, risk behavioral recognition and training, and human trafficking.</p> <p>Central Office worked collaboratively with school personnel to review, update, and revise all sites comprehensive safety plans. We revised and updated board policies and administrative regulations to address components related to safety and various disaster incidents (i.e., fire, earthquake, code yellow, code red, and bomb threats) that might compromise students and staff safety. In addition, the district created and disseminated Emergency Flip Charts to all district offices and schools' personnel.</p>		
--	---	--	--

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.6 Security and Safety: Maintain and expand programs related to positive behavior (PBIS), character education, anti-bullying, and restorative justice to provide a safe, positive and secure learning environment for students, staff, and the school community.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CUSD continued the work around security and safety during '18-'19. PBIS has been at the forefront of the work that we have been doing. Seven schools participated in Cohort I and nine schools participated in Cohort II and attended LACOE sponsored PBIS/MTSS workshops throughout the year. Seven additional schools will be participating in the expansion of the PBIS program.</p> <p>A Multi-Tiered System of Support</p>	<p>\$788,818 - LCFF - 1000-1999 Certificated Salaries \$72,820 - LCFF - 2000-2999 Classified Salaries \$237,446 - LCFF - 3000-3999 Employee Benefits \$626,261 - Other State Revenues - 2000-2999 Classified Salaries - TIIG \$273,712 - Other State Revenues - 3000-3999 Employee Benefits - TIIG</p>	<p>\$773,042 - LCFF - 1000-1999 Certificated Salaries \$71,364 - LCFF - 2000-2999 Classified Salaries \$232,697 - LCFF - 3000-3999 Employee Benefits \$613,736 - Other State Revenues - 2000-2999 Classified Salaries \$268,238 - Other State Revenues - 3000-3999 Employee Benefits</p>

Counselor (MTSS) position was added to provide district level intervention services and to coach school sites with PBIS implementation. PBIS policies and procedures were standardized with the development of: teacher vs. office managed behaviors, low level intervention form, office referral form, social skills development, and creation of assertive discipline and disposition code tables in AERIES. PBIS implementation has truly helped systematize how we approach behavioral interventions in our district, and the suspension rate is the lowest it has even been in CUSD (BLUE on Dashboard). We are confident that we will continue on a positive trajectory.

This year we piloted *Moved This World* at Emerson ES, Carver ES, and Bunche ES, helping to transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. Based on conversation with the Principals and the teachers implementing it, the program definitely brings value to our efforts to address the social emotional needs of our students. We may continue with Move This World this upcoming year, although we are exploring other options (e.g. A social emotional learning curriculum called Second Step).

In the month of June 2019, we are providing training for four staff members from each school by the International Institute of Restorative Practices (IIRP). The initial 2-day workshop is titled Introducing Restorative Practices and Using Circles Effectively. Day 3 and 4 workshops are titled Facilitating Restorative Conferences.

The Upstander anti-bullying campaign continued with students and adults being provided t-shirts and wrist bands encouraging anti-bullying. Buddy benches

were purchased for all elementary schools. Rallies were held district-wide and posted on social media. Upstander orange was worn on Fridays by Child Welfare and Attendance (CWA) staff to promote the anti-bullying campaign. BRIM software was purchased manage and track bullying complaints. Professional development took place for staff on the use of BRIM and bullying definitions and policies administrators, counselors, and community relations specialists. Random Acts of Kindness week was celebrated in February. Guidance lessons on bullying were provided to parents and students.

The process of creating trauma sensitive schools was enhanced with Help for Billy. This training occurred as part of a district-wide book study for staff and parents. We are looking at the possibility of purchasing a social emotional curriculum for next school year.

Child Welfare and Attendance (CWA) staff were trained on integrated restorative practices into district programs and will be leading training for 170 district staff on restorative circles and 45 on facilitating restorative conferences. In a partnership with Centinela Youth Services and school police, restorative conferences had a 100% completion rate.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p>	<p>\$107,220 - Other Federal Funds - 1000-1999 Certificated Salaries - IDEA Programs: Resources 33100.0-33860.0 \$1,632,573 - Other Federal</p>	<p>\$105,076 - Other Federal Funds - 1000-1999 Certificated Salaries - IDEA Programs: Resource 33100.0-33860.0 \$1,599,922 - Other Federal</p>

<p>Location: All Schools</p> <p>2.7 Special Education: Provide a quality special education program to meet the individualized needs of identified students per their IEPs.</p>	<p>Location: All Schools</p> <p>The District offers the full continuum of special education placement options and services including the following: General Education with (Specialized Academic Instruction-SAI) as consultation or as a push-in support , General Education with (SAI) pull out support, District Special Day Classes (Mild to Moderate and Moderate to Severe), County Special Day Classes (Mild to Moderate and Moderate to Severe), Nonpublic School, Residential placement and home/hospital instruction (with a doctor's note). Each student's Individualized Educational Program (IEP) team meets to review relevant data including (but not limited to) assessment data, parent concerns, present levels of performance in all areas, goals and services. Once the IEP team reviews this information, the team recommends a Free and Appropriate Public Education (FAPE) in the least restrictive environment where the student will be likely to have the most educational benefit.</p>	<p>Funds - 2000-2999 Classified Salaries - IDEA Programs Resources: 33100.0-33860.0 \$2,068,072 - Other Federal Funds - 3000-3999 Employee Benefits - IDEA Programs Resources: 33100.0-33860. \$202,226 - Other Federal Funds - 4000-4999 Books and Supplies - IDEA Programs: Resources 33100.0-33860.0 \$192,046 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - IDEA Programs: Resources 33100.0-33860.0 \$61,849 - Other Federal Funds - 2000-2999 Classified Salaries - Resources 34100.0-34101.0 Rehabilitation \$17,794 - Other Federal Funds - 3000-3999 Employee Benefits - Resources 34100.0-34101.0 Rehabilitation \$21,548 - Other Federal Funds - 4000-4999 Books and Supplies - Resources 34100.0-34101.0 Rehabilitation \$16,420 - Other Federal Funds - 7000-7499 Other - Resources 34100.0-34101.0 Rehabilitation \$27,290 - Other Federal Funds - 1000-1999</p>	<p>Funds - 2000-2999 Classified Salaries - IDEA Program Resource: 33100.0-33860.0 \$2,026,711 - Other Federal Funds - 3000-3999 Employee Benefits - IDEA Programs Resources: 33100.0-33860.0 \$198,181 - Other Federal Funds - 4000-4999 Books and Supplies - IDEA Programs: Resources 33100.0-33860.0 \$188,205 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - IDEA Programs Resources 33100.0-33860.0 \$60,612 - Other Federal Funds - 2000-2999 Classified Salaries \$17,438 - Other Federal Funds - 3000-3999 Employee Benefits \$21,117 - Other Federal Funds - 4000-4999 Books and Supplies \$16,092 - Other Federal Funds - 7000-7499 Other \$26,744 - Other Federal Funds - 1000-1999 Certificated Salaries \$109,003 - Other Federal Funds - 2000-2999 Classified Salaries \$38,904 - Other Federal Funds - 3000-3999 Employee Benefits \$13,387,750 - Other State Revenues - 1000-1999 Certificated Salaries \$1,472,589 - Other State</p>
--	---	--	---

Certificated Salaries - CA Promise - Resource 58107.0 \$111,228 - Other Federal Funds - 2000-2999 Classified Salaries - CA Promise - Resource 58107.0 \$39,698 - Other Federal Funds - 3000-3999 Employee Benefits - CA Promise - Resource 58107.0 \$13,660,969 - Other State Revenues - 1000-1999 Certificated Salaries - AB 602 \$1,502,642 - Other State Revenues - 2000-2999 Classified Salaries - AB 602 \$4,642,354 - Other State Revenues - 3000-3999 Employee Benefits - AB 602 \$123,969 - Other State Revenues - 4000-4999 Books and Supplies - AB 602 \$12,328,500 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - AB 602 \$1,000,000 - Other State Revenues - 7000-7499 Other - AB 602 \$148,148 - Other State Revenues - 2000-2999 Classified Salaries - Project Workability \$27,511 - Other State Revenues - 3000-3999 Employee Benefits -	Revenues - 2000-2999 Classified Salaries \$4,549,507 - Other State Revenues - 3000-3999 Employee Benefits \$121,490 - Other State Revenues - 4000-4999 Books and Supplies \$12,081,930 - Other State Revenues - 5000-5999 Services and Other Operating Expenses \$980,000 - Other State Revenues - 7000-7499 Other \$145,185 - Other State Revenues - 2000-2999 Classified Salaries \$26,961 - Other State Revenues - 3000-3999 Employee Benefits \$18,061 - Other State Revenues - 4000-4999 Books and Supplies \$12,839 - Other State Revenues - 7000-7499 Other
---	--

		Project Workability \$18,430 - Other State Revenues - 4000-4999 Books and Supplies - Project Workability \$13,101 - Other State Revenues - 7000-7499 Other - Project Workability	
--	--	---	--

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>2.8 Special Education: Provide a program and services to support mental health needs for identified special education students (e.g., counseling, ED program, etc.)</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>The District offers 1:1 and small group counseling for students with special needs as recommended by their IEP team. The District also offers mental health therapy for students and their families as recommended by their IEP team. The District currently has a Special Day Class Program for students who demonstrate aggressive behaviors for an extended period of time with a high frequency of occurrence. There are 3 grade spans for this program: K-2, 3-5 and 6-8. Students do not have to be eligible as a student with an Emotional Disturbance (ED) to be considered for this program. This is a non-categorical program for students who require this level of support (as determined by their IEP team).</p>	<p>\$110,087 - Other State Revenues - 1000-1999 Certificated Salaries - SpEd Mental Health \$31,440 - Other State Revenues - 3000-3999 Employee Benefits - SpEd Mental Health \$87,327 - Other State Revenues - 7000-7499 Other - SpEd Mental Health</p>	<p>\$107,885 - Other State Revenues - 1000-1999 Certificated Salaries \$308,911 - Other State Revenues - 3000-3999 Employee Benefits \$85,580 - Other State Revenues - 7000-7499 Other</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.9 Staffing: Provide qualified teaching staff, management staff, and classified staff to each district site.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District has hosted two job fairs and has participated in out-of-District recruitment fairs with the following universities: University of Southern California, California State University (CSU) Dominguez Hills, CSU Los Angeles, Claremont College, University of California Irvine, and CSU Fullerton. The District has utilized EdJoin, Indeed, Neogov, ASHA, EdCal, EdWeek, Council of Administrators of Special Education, and Council for Exceptional Children to publish available certificated management and some classified positions. The District utilizes a full-time Credential Specialist and Credential Technician to ensure efficient processing of credentials and appropriate course assignment based on credential authorization.</p> <p>During the 2018-19 we hired 67 new classroom teachers. We hired 67 new substitute teachers. The Personnel Commission recommended for hire 134 new employees, 29 promotions, 4 reclassifications, 8 reinstatements, and established 13 new positions.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - The expenditures associated with school and district staff from Action 2.1, from a variety of funding sources, contributes to the successful implementation of this action. The dollar amounts associated with Action 2.1 support Action 2.9. (repeated expenditure)</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>\$251,191 - LCFF - 2000-2999 Classified</p>	<p>\$246,167 - LCFF - 2000-2999 Classified</p>

<p>Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>2.10 Technology: Provide technology infrastructure, staff, and services, district-wide, to support 21st Century Learning activities and equipment to allow students access to rigorous curriculum, resources, and experiences to build schema, language abilities and close the achievement gap.</p>	<p>Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District ITD team and Edtech Departments work cohesively together to provide seamless access to technology and access to resources to provide a quality 21st century education.</p> <p>The district has rebuilt its data center to provide a faster and more reliable network and is in the process of building a new disaster recovery site. All wireless access points in school sites have been replaced to provide seamless connectivity for student and staff devices. Students and staff can quickly access resources with the ClassLink single sign-on solution as well as update passwords from any device with a new self-service password solution. The ITD department has deployed a new online helpdesk ticketing service that ensures faster services in a more streamlined manner while maximizing staff support. District Tech Lead meetings provide opportunities to connect site and district staff to improve technology support and individual site needs. The Edtech department also keeps an updated <i>Site Device Map</i> to inform device purchasing and site training needs.</p> <p>As a result of our efforts, all students and teachers have a robust network for upload and download speeds to support 21st century learning. All students have fast and reliable wireless for mobile learning, and can access all district programs with a single sign on in Classlink. Site teachers have better and faster technology support, and technology purchases are now data-driven.</p>	<p>Salaries \$98,809 - LCFF - 3000-3999 Employee Benefits \$1,700,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>Salaries \$96,833 - LCFF - 3000-3999 Employee Benefits \$1,666,000 - LCFF - 4000-4999 Books and Supplies</p>
---	--	---	---

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.11 Textbooks, Supplies, and Resources: Provide students with all resources needed to implement the core program aligned to the California Content Standards.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Required textbooks, supplies, and resources needed for the implementation of the core programs aligned to the California Content standards were provided to all students. Compton USD was rated "sufficient" by LACOE at all sites and as a district through the William's Textbook Audit process for the 2018-19 school year.</p>	<p>\$947,409 - Other State Revenues - 4000-4999 Books and Supplies - Restricted Lottery - textbook replacement</p>	<p>\$947,409 - Other State Revenues - 4000-4999 Books and Supplies</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>2.12 Transportation: Provide student transportation as required by State and Federal guidelines.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CUSD provided home-to-school transportation to students at the elementary, middle and high schools. Over 8200 students were offered transportation services to and from school.</p> <p>The total number of routes that we offered</p>	<p>\$1,200,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,176,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

this year, including special education and regular education, was 76. The number of special education routes was 53 and the number of regular education routes was 23.

The total number of students eligible for transportation was 2370. 1069 were special education students, and 1301 were regular education 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 California School Dashboard, as applicable.

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

The actions and services associated with Goal 2 are related to some of the major functions of a school district, i.e., core instructional needs, staff (credentialed & certificated), special education, facilities, food services, transportation, technology infrastructure, etc. Many of these services and actions are supported by base funds while they are enriched using supplemental concentration funds to support additional services for our unduplicated students.

Two years ago, we did the ELA textbook adoption (K-12), and this year we were 100% Williams textbook compliant. Facilities show in good repair, and fields and athletic facilities upgrades are completed. While we currently provide technology hardware and infrastructure to operate our schools and support the instructional program, we are continuing to upgrade our system to support the vision of a 1:1 environment for students. This includes the purchase of additional devices to allow student access to the Internet as well as other instructional programs. In addition, our district has new website, new phone system, a new virtual environment, new back-up server system, etc. Special Education continues to revise and improve services., and we have been working very closely with the California Department of Education as we put systems and procedures in place. As far as staffing, this year we had fewer vacancies for classroom, and we have more substitutes available.

School safety remains a priority. While in all school districts they provide security staff to support safe school environments, in CUSD we support both campus security and school police forces across each of our campuses to ensure that our students are safe within their school day. We created 100 emergency flip charts and they were disseminated to the schools. We revised and updated board policies and administrative regulations including: the school comprehensive safety plans; emergencies and disaster preparedness plans; and emergency procedures regarding fires, fire drills, bomb threats, and earthquakes. In addition, our district provided 25 active shooter trainings, six TeamKids trainings (by the Compton Fire Department), and training in areas such as CPR/first aid, human trafficking, trauma informed responses, risk behavior recognition, and PBIS. 115 staff members were trained on BRIM and bullying policies, and 200 staff members were trained on Trauma Sensitive Schools using the text *Help for Billy*. In addition, all certificated and classified personnel at Longfellow Elementary and Kennedy Elementary Schools are currently being trained by CLEAR on trauma-informed practices.

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

The core program and any enrichment/extension supports, at this time, are showing to be effective and meet the general needs of students. This foundation is demonstrated by the district meeting all of its reporting demands from CDE and LACOE for the year. We were 100% Williams' textbook compliant, guaranteeing that students have access to the core instructional materials at each of the CUSD school sites. The Facilities Inspection Tool (FIT) shows that sites are in good repair, and the number of complaints related to facilities was reduced this year. We have counted a total of 23

facilities complaints from July 1, 2018 to present. 80% of the parents who took the School Climate and Connected Survey indicated that their child's school building and grounds are well-maintained and updated appropriately. Students, however, have indicated that facilities are still an area of concern. Therefore, while we are achieving the FIT ratings, we are also addressing the students' concerns about the conditions of facilities and the need to continue improving them.

Our technology infrastructure has significantly improved over the years of the LCAP implementation, allowing all students and teachers to have a robust network for upload and download speeds to support 21st century learning. All students have fast and reliable wireless for mobile learning, and can access all district programs with a single sign on in Classlink. Site teachers have better and faster technology support, and technology purchases are now data-driven. As a result, technology integration has increased across the district, enhancing the teaching and the learning, increasing student engagement, and positively impacting our scores in the areas of literacy and mathematics. Our 2019 preliminary results indicate 3.25 points growth in ELA and almost 5 point growth in mathematics.

The numerous trainings provided by the different departments (Human Resources, Personnel Commission, Risk Management, Facilities Department, etc...) have proved effective as they have helped better the functioning of our organization, while guaranteeing that we we comply with federal and state regulations and guidelines. Our professional development sessions are followed by surveys where participants indicate the degree to which they find the training valuable and relevant to their practice. Data collected tends to be positive and meaningful in addressing individual's needs. The more prepared and equipped our stakeholders are in their jobs, the more effective we will become as an organization.

Our work around security, safety, and the social-emotional needs of students (e.g. PBIS) has resulted in a reduction in the number of student suspensions (CUSD declined by 2.4% -BLUE) as well as uniform complaints on bullying in comparison to previous years. As far as staffing, we started the school year fully staffed, and we have more substitutes available. The district hired 27 new substitute teachers at fall recruitment fair, which also helped us implement our robust professional development plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material changes between the budgeted amounts and the estimated actual.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The changes or modifications for goal 2 are not significant. For Action 2.4 we plan to change some of the action language so that it becomes clearer how this contributing action is focused on providing increased or improved services for our unduplicated students.

For Action 2.5 the feedback that we received from stakeholders calls for ongoing training for campus security assistants, and revisiting safety drills and protocols with staff. The safety of students, faculty and staff is very important in Compton Unified. Although drills are scheduled to happen monthly in our schools, we will mandate quarterly training to guarantee that school staff is fully prepared and better understands each of the drills that we practice throughout the school year (fire drills, lockdown drills, and earthquake drills). In addition, our School Police Department will expand the training that our campus security assistants receive throughout the school year.

Action 2.6 indicates that we will maintain and expand PBIS programs related to positive behavior (PBIS), character education, anti-bullying, and restorative justice to provide a safe, positive and secure learning environment for students staff, and the school community. For the upcoming year we plan to expand our pilot program, Move this World, although we are also looking into similar programs such as Second Step or Positive Action (research stage).

Action 2.11 indicates that we will provide students with all resources needed to implement the core program aligned to the California Content

Standards. Stakeholders feedback indicates that this should not only include literacy, mathematics, social studies, and science, but we should put a bigger emphasizes on physical education. Schools will be provided with additional P.E. equipment and we will reach out to organizations such as CF Fitness to collaborate with our schools.

Goal 3

Goal 3:

Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Graduation Rate 2018-19 Using new LCFF Evaluation Rubric indicators achieve a status of 85% to 90% with an increase of 1% to less than 5%.	For the 2018-2019 School year CUSD achieved an 85% graduation rate, meeting the goal for that year. (Preliminary data as of April 29, 2019)
A-G Course Completion 2018-19 Increase by 3% the A-G completion rate over the 2017-2018 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.	For the 2018-2019 school year CUSD A-G rate is at 38% a 1% increase. Goal not met. (Preliminary data as of April 29, 2019)
A-G Completion for African American students 2018-19 Increase by 5% the A-G completion rate of African American students over the 2017-2018 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.	African American students A-G rate is 26%, a 1% increase. Goal not met. (Preliminary data as of April 29, 2019)

<p>Advance Placement Exam Pass Rates of 3 or Higher</p>	<p>2018-19 Increase the percentage of students passing AP exams with a 3 or higher to 30%.</p> <p>Increase the number of test administered to 1,800.</p>	<p>For the 2018-2019 school year CUSD met its goal to increase the number of AP exams to 1,800. However, students achieving a score of 3 or higher was only at 20%. Goal not met.</p> <p>(Preliminary data as of April 29, 2019)</p>
<p>EAP Assessment</p>	<p>2018-19 Increase the percentage of met/exceeded to 40% in ELA and to 30% in math.</p>	<p>For the 2018-2019 school year, CUSD SBAC assessment data of met/exceed in ELA and math are at 30% for ELA and 10% for math.</p> <p>Data pending for 2019-2020.</p>
<p>Completion of CTE Pathways</p>	<p>2018-19 Maintain the completion rate at 95% or higher as noted by the CDE Core Indicator Report.</p>	<p>For 2018-2019 CUSD met the goal to maintain the completion rate of our CTE Pathways at 95%.</p> <p>(Preliminary data as of April 29, 2019)</p>
<p>Course Access</p>	<p>2018-19 Increase by 2% the number of middle school students taking world language Level I over the 2017-2018 year.</p> <p>Increase by 2%, over the 2017-2018 year, the amount of students completing the world language requirements prior to 9th grade.</p>	<p>Traditional middle school students taking world language is at 27%, an increase of 10% and exceeding our goal.</p>

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.1 Curriculum & Instruction: Provide rigorous course pathways and programs that prepare students to become both college and career ready (e.g., Meeting A-G requirements, providing AP, IB, CTE, ERWC courses,etc.).</p>	<p>A total of 13 additional college courses were offered this year that provided 565 total college courses taken. Expository Reading and Writing Course (ERWC) was offered as the regular college prep course to all seniors for the 18-19 school year. Teachers will continue to receive the appropriate training to ensure curriculum is implemented with fidelity. In addition, Dominguez HS will be piloting a 3 x 3 block with a 7th period to allow greater access to additional electives, CTE courses, dual enrollment, and credit recovery.</p> <p>Both AP and College courses were offered for the 18-19 school year. AB 288 college courses during the school day via Compton College were offered at all comprehensive high schools. College courses were also offered to students after school and during summer.</p> <p>CTE pathways have been revised to better meet the needs of each school while also truncating some of the pathways to increase the number of completers.</p> <p>All courses that could be A-G approved were approved, including additional courses for EL students i.e. Academic Language Development.</p> <p>Credit recovery courses were also offered via face to face instruction after school and via our online Edgenuity program.</p>	<p>\$512,003 - LCFF - 1000-1999 Certificated Salaries - Action 3.2 Funds Support (repeated expenditure) \$150,251 - LCFF - 2000-2999 Classified Salaries - Action 3.2 Funds Support (repeated expenditure) \$149,579 - LCFF - 3000-3999 Employee Benefits - Action 3.2 Funds Support (repeated expenditure) \$182,550 - LCFF - 4000-4999 Books and Supplies - Action 3.2 Funds Support (repeated expenditure) \$559,092 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 Funds Support (repeated expenditure) \$712,855 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Secondary Department \$246,648 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Secondary</p>	<p>\$501,763 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$147,246 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$146,587 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$178,899 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$547,910 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$698,598 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$241,715 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$188,995 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p>

	<p>Starting the beginning Spring of 2019 AP readiness was offered to students/teachers via UCLA Center X, along with on-site AP readiness interventions.</p> <p>All 8th-10th grade students took the PSAT, in addition, 10th graders took the Pre-ACT, and all 11th graders took the SAT while seniors took the ACT. To support students with the above admissions exams, test prep services were also available to all students.</p> <p>we will be piloting a block schedule at one high school with additional 7th period (Dominguez High School). This schedule allows students an extra period to not only make up credits, attend interventions, and obtain additional courses, but also to have greater access to college courses.</p> <p>Lastly, an additional process was implemented this Spring called Guidance Alignment. Guidance Alignment is an early warning indicator process that school leaders use to track students progress on certain indicators that can have affect on students success for graduation and preparedness for college and career. The indicators tracked on a quarterly basis are such things as Grades, A-G Courses, Credits Earned, Truancies, Absences, Suspensions and Affiliations. Based on the data from those indicators, school sites develop interventions and targeted support.</p>	<p>Department \$192,852 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Secondary Department</p>	
--	--	---	--

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$404,841 - LCFF - 1000-1999 Certificated Salaries \$107,834 - LCFF -</p>	<p>\$396,744 - LCFF - 1000-1999 Certificated Salaries \$105,677 - LCFF -</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.2 Curriculum & Instruction: Provide innovative programs that promote students to attend college during their secondary program (e.g., Early College High School, concurrent enrollment, etc.)</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CUSD continues to monitor, increase and support students as they become College & Career "Prepared" via the state's College & Career Indicator. CUSD participated in a pilot with College Board to share PSAT score reports for 8th graders via a video-base platform to students and parents. CUSD will be providing a report to 8th-12th grade students that provides them their A-G, college eligibility and graduation status while also providing individualized recommendations. Higher Education Coordinators were hired to create a college-going culture at each high school and increase college enrollment and success. In addition, two staff members were added to assist with data, programing and services for our College and Career Department. Early College High School will graduate its first class in 2019, while adding a new class of freshmen this year. College course offerings were added to all high schools via AB 288 and additionally students were provided with college & career lessons via the California College Guidance Initiative (CCGI) platform.</p> <p>As a results of our efforts in this area, our most current A-G completion rates increased by 4% to 36% overall, while individual schools all made the following gains: Centennial 7%, Dominguez HS 10%, and Compton HS 4%. In addition, high school graduation rates increased 5% overall to 84%, with Centennial being the first HS over 90% at 93%.</p>	<p>2000-2999 Classified Salaries \$149,579 - LCFF -</p> <p>3000-3999 Employee Benefits \$312,620 - LCFF -</p> <p>4000-4999 Books and Supplies \$350,000 - LCFF -</p> <p>5000-5999 Services and Other Operating Expenses \$3,189,805 - LCFF -</p> <p>4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p>	<p>2000-2999 Classified Salaries \$146,587 - LCFF -</p> <p>3000-3999 Employee Benefits \$306,368 - LCFF -</p> <p>4000-4999 Books and Supplies \$343,000 - LCFF -</p> <p>5000-5999 Services and Other Operating Expenses \$3,126,009 - LCFF -</p> <p>4000-4999 Books and Supplies (repeated expenditure)</p>
--	--	---	---

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.3 Curriculum & Instruction: Provide enriched college and career related pathways for students to compete in a global economy (e.g., IB schools).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>College Board approved AP and college courses are being offered at all High Schools. In addition, 7th-8th grade students are being offered A-G approved Spanish course to help them meet their foreign language requirements before starting high school.</p> <p>There were a total of 178 additional AP exams were taken last year. The amount of unique students taking at least one AP course increased by 244 students. Finally, AP passing rates increased by 3% overall.</p>	<p>\$312,620 - LCFF - 4000-4999 Books and Supplies - Action 3.2 funds support (repeated expenditure)</p> <p>\$350,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.2 funds support (repeated expenditure)</p>	<p>\$306,368 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p> <p>\$343,000 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.4 Curriculum & Instruction: Provide site</p>	<p>The district continues to be in the planning stage for true academies. However we do offer a variety of career related courses. Middle schools continue to offer Project Lead the Way Gateway courses that expose students to STEM careers that are available through CTE courses in the high schools. Most elementary or K-8 schools offer Project Lead the Way Launch and/or 9-Dots computer programming.</p>	<p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)</p> <p>\$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p> <p>\$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

specific academies that allow students to experience a variety of career related courses (e.g., Visual & Performing Arts academies, STEM academies, etc.). This includes vertical articulation K-12.	Middle school PLTW Gateway and elementary school PLTW Launch programs are developing K-12 articulation of STEM fields in order to prepare students for the high tech, high wage, high demand jobs the high school CTE courses into which these programs feed.		
--	---	--	--

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.5 CTE/ROP Programs: Provide a variety of career related pathways, inclusive of the 15 CTE pathways recommend by the CDE to allow students to access skills in job related areas leading to industry recognized certification.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Compton Unified continued to offer a variety of career pathways during the 2018-19 school year. Currently there are 14 unique pathways in 8 industry sectors. Centennial High School offers pathways for Automotive Technology, Culinary Arts, Certified Nursing Assistant, Education, Robotics and Communication. Compton High School offers pathways for Culinary Arts, Certified Nursing Assistant, Drafting, Aerospace Engineering, TV/Video Production, Computer Science, and Computer Animation. Dominguez offers pathways for Automotive Technology, Biotechnology, Business Management, Certified Nursing Assistant, Civil Engineering & Architecture, Computer Science, and Culinary Arts. Early College offers a Computer Science pathway.</p> <p>The variety of our CTE program is reflected by the 14 unique pathways</p>	<p>\$375,470 - LCFF - 1000-1999 Certificated Salaries \$99,388 - LCFF - 3000-3999 Employee Benefits \$308,420 - LCFF - 4000-4999 Books and Supplies \$25,138 - Other Federal Funds - 1000-1999 Certificated Salaries - 35500.0/35550.0 Voc. Ed. \$49,383 - Other Federal Funds - 2000-2999 Classified Salaries - 35500.0/35550.0 Voc. Ed. \$23,362 - Other Federal Funds - 3000-3999 Employee Benefits - 35500.0/35550.0 Voc. Ed. \$277,241 - Other Federal Funds - 4000-4999 Books and Supplies - 35500.0/35550.0 Voc. Ed. \$0 - Other Federal Funds - 7000-7499 Other - 35500.0/35550.0 Voc. Ed.</p>	<p>\$367,961 - LCFF - 1000-1999 Certificated Salaries \$97,400 - LCFF - 3000-3999 Employee Benefits \$302,252 - LCFF - 4000-4999 Books and Supplies \$24,635 - Other Federal Funds - 1000-1999 Certificated Salaries - 35500.0/35550.0 Voc. Ed. \$48,395 - Other Federal Funds - 2000-2999 Classified Salaries - 35500.0/35550.0 Voc. Ed. \$22,895 - Other Federal Funds - 3000-3999 Employee Benefits \$271,696 - Other Federal Funds - 4000-4999 Books and Supplies \$0 - Other Federal Funds - 7000-7499 Other</p>

across four Compton Unified high schools. These programs include eight industry sectors and reflect current labor market trends in the region. All pathways have certification exams to provide students with the opportunity to earn industry-based certifications that can be used to demonstrate career readiness when applying for jobs and can be used as an advantage over other job seekers.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.6 CTE/ROP: Provide a variety of opportunities through Adult School for CUSD students to receive interventions and enrichment.</p>	<p>Compton Adult School continued its offering of intervention, enrichment, and training programs to students in a skills acquisition model of instruction during the 2018-2019 school year. Direct instruction, independent study as well as distance learning and online curricula were available to Compton Adult School students in the High School Diploma and Adult Basic Education programs. A GED preparation course was added to the course offerings this school year. Truck Driving (class A license), Medical Assistant/Medical Billing, Forklift/Pallet Jack, Information Technology and Security Guard continued to drive our CTE program for Compton Adult School students in 2018-2019 with year-round enrollment. training and job assistance opportunities.</p> <p>1) Partnerships with America Truck Driving, College of Health Science Education, Parker Security and Creation World Safety for direct workforce training and job placement assistance have seen greater than 95% completion rate and above 80% job placement among students in these programs serving our adult school</p>	<p>\$474,858 - LCFF - 1000-1999 Certificated Salaries - Action 3.5 funds support (repeated expenditure) \$99,388 - LCFF - 3000-3999 Employee Benefits - Action 3.5 funds support (repeated expenditure) \$450,000 - LCFF - 4000-4999 Books and Supplies - Action 3.5 funds support (repeated expenditure) \$914,798 - Other State Revenues - 1000-1999 Certificated Salaries - Adult Ed. \$151,862 - Other State Revenues - 2000-2999 Classified Salaries - Adult Ed. \$319,716 - Other State Revenues - 3000-3999 Employee Benefits - Adult Ed.</p>	<p>\$465,361 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$97,400 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$441,000 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$896,502 - Other State Revenues - 1000-1999 Certificated Salaries \$148,825 - Other State Revenues - 2000-2999 Classified Salaries \$313,322 - Other State Revenues - 3000-3999 Employee Benefits \$19,869 - Other State Revenues - 4000-4999 Books and Supplies</p>

	community. 2) Increased High School Diploma candidates per student population. 3) Increased enrollment, retention and completion of GED prep course. 4) Increased usage and completion of tasks via Aztec Literacy program by students participating in the High School Diploma, Adult Basic Education, GED, ESL programs.	\$20,274 - Other State Revenues - 4000-4999 Books and Supplies - Adult Ed.	
--	--	--	--

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.7 CTE/ROP: Maintain and expand collaboration with local colleges and business to provide opportunities for students to become career ready.</p>	<p>The CUSD has maintained and expanded collaboration with multiple entities in order to strengthen our CTE Program. We have been in collaboration with Compton College to develop articulation agreements, we anticipate that articulation will be finalized by spring 2019. We are also collaborating with Cerritos College with the intent that our automotive technology program becomes NATEF certified. We have provided work-based learning opportunities for students in the Certified Nursing Assistant Program at community facilities. In addition, we increased the number of work-based learning opportunities for Culinary Arts, Video Production, and other programs. Also, this year we have met with community businesses to identify work-based learning opportunities and develop relationships through advisory committee meetings. Advisory committee member lists include more individuals from industry than in years past. We also hosted guest speakers from a variety of industry partners and offered field trips to pathway students.</p>	<p>\$474,858 - LCFF - 1000-1999 Certificated Salaries - Action 3.5 funds support (repeated expenditure) \$99,388 - LCFF - 3000-3999 Employee Benefits - Action 3.5 funds support (repeated expenditure) \$450,000 - LCFF - 4000-4999 Books and Supplies - Action 3.5 funds support (repeated expenditure)</p>	<p>\$465,361 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$97,400 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$441,000 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.8 Interventions & Support: Provide students with a variety of support programs and services (i.e., AVID, Summer Bridge programs, Upward Bound, etc.) and experiences (i.e., college fieldtrips, mentor activities, etc.) to assist them in becoming college and career ready.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Our AVID program continues to be offered at all high schools. Two additional sections were offered this year, which increased the amount of high school students taking AVID by 86 students. Seven additional sections of AVID are being offered at the traditional Middle Schools this year, resulting in an additional 76 students taking AVID. A total of eight elementary schools also have some level of implementation of AVID strategies.</p> <p>A summer bridge program was offered to smooth the transition for rising 9th graders, and we plan to offer it again this year. CUSD conducted a district wide college fair, while schools also conducted site fairs while also participating in college field trips. Compton Promise assemblies were offered to high school students that provided information about free college. CUSD partners with various college support programs that provides support to students as they navigate the college going process: CSULB, ETS, Cal Soap, Compton College and UCI. Also, all students receive support from the USC College Advising Corps. Schools offer credit recovery programing i.e. face to face and online.</p>	<p>\$2,625,000 - LCFF - 1000-1999 Certificated Salaries - Action 1.15 funds support (repeated expenditure) \$454,323 - LCFF - 3000-3999 Employee Benefits - Action 1.15 funds support (repeated expenditure) \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$2,572,500 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$445,237 - LCFF - 3000-3999 Employee Benefits \$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>

4) Meetings are held with college partners to streamline services and ensure that students are supported with the college application process. 5) FAFSA completion has increased to 84% for comprehensive schools, Cal grant is submitted for all seniors and previous year seniors.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3.9 Staffing: Provide additional counseling staff for more individual student access to academic counseling to better support and prepare students to become college and career ready.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CUSD hired a College Career Specialist & College Career Data Analyst to further inform and support school sites, while ultimately improving student outcomes. Bilingual aides were brought back to provide translation services for the counseling staff. Higher Education Coordinators were hired at each high school to coordinate all of the various college programming and services and create a college going culture.</p> <p>As a result of our work, and as mentioned in previous sections, our high school graduation, A-G, college courses, AP course access and performance have all increased. Early data for 18-19 has demonstrated an increase in college applications, FAFSA completion, college acceptance and intent to enroll in these institutions.</p>	<p>\$1,099,943 - LCFF - 1000-1999 Certificated Salaries \$141,120 - LCFF - 2000-2999 Classified Salaries \$467,859 - LCFF - 3000-3999 Employee Benefits \$70,350 - LCFF - 4000-4999 Books and Supplies \$400,550 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,077,944 - LCFF - 1000-1999 Certificated Salaries \$138,298 - LCFF - 2000-2999 Classified Salaries \$458,502 - LCFF - 3000-3999 Employee Benefits \$68,943 - LCFF - 4000-4999 Books and Supplies \$392,539 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>3.10 Student & Parent Engagement: Provide information and activities to help parents and students navigate the processes related to applying for college, applying for financial aid, NCAA Clearing House, and other preparation activities for college and career.</p>	<p>Parents have had multiple opportunities to attend various workshops (both in English and Spanish) that provided information and guidance regarding high school graduation, college requirements, college funding and credit recovery. Through the various college support programs and each school's college center, students received support in applying to CSUs, UCs, private and out-of-state colleges.</p> <p>Before the end of the school year, CUSD will offer a FAFSA/Dream Act contest among schools to increase FAFSA completion. In addition, students and parents will have the opportunity to participate in FAFSA/Dream Act workshops so that they can successfully complete and maximize their funding. Similarly, families will receive support in selecting the college of their choice, as they process and interpret college award letters. Families, will also receive support with the NCAA clearinghouse process as appropriate. The CUSD's Senior Timeline is used to monitor and track the progress of students during their senior year to ensure that students do not fall through the cracks.</p> <p>While parent/student engagement cannot directly be attributed to increases in hard data, it can be said that it has had indirect impact in increasing A-G, FAFSA, high school graduation, college applications and college acceptance.</p>	<p>\$1,567,802 - LCFF - 1000-1999 Certificated Salaries - Action 3.9 funds support (repeated expenditure) \$141,120 - LCFF - 2000-2999 Classified Salaries - Action 3.9 funds support (repeated expenditure) \$367,981 - LCFF - 3000-3999 Employee Benefits - Action 3.9 funds support (repeated expenditure) \$70,350 - LCFF - 4000-4999 Books and Supplies - Action 3.9 funds support (repeated expenditure) \$400,550 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 3.9 funds support (repeated expenditure) \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated</p>	<p>\$1,536,446 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$138,298 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$360,621 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$68,943 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$392,539 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)</p>

		expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure)	
--	--	--	--

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.11 Provide district-wide day to recognize College and Career opportunities (i.e., Career Day, Principal for the Day, etc.).</p>	<p>CUSD offers a variety of college fairs at individual schools, college field trips and host an annual district wide college and career fair where well over 200 students participated. Similarly, CUSD offered a UC Day where nearly 300 students and parents attended. UC day provided all UC bound students and their parents with information regarding the UC system. In addition, CUSD held their yearly STEAM fest that focuses on careers in the STEM fields. Furthermore, to celebrate student's achievements CUSD celebrates College signing day events that take place every May to recognize college bound seniors and high school graduation is also provided to students who fulfill CUSD's graduation requirements. Finally, CUSD will begin to offer CUSD Decision Day to celebrate college bound students.</p>	\$0	\$0

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 California School Dashboard, as applicable.

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

Goal 3 of the LCAP is centered on students' College and Career Readiness. Subsequently, the actions and services were derived in an attempt to positively affect College and Career readiness. An emphasis was placed on providing rigorous course pathways and programs that prepare students to

become both college and career ready (e.g., meeting A-G requirement, provide AP, CTE, ERWC courses, etc.). Also, a concerted effort was made to provide innovative programs that promote students to attend college during their secondary high school experience (e.g. Early College High School, dual enrollment, etc.). Enriched college and career related pathways were offered for students to complete in a global economy (e.g., AP programs, PLTW pathways, Computer Science courses, Coding/Robotics experience, etc.). The newer career pathways added previously to allow students a greater variety of high-tech, high-wage CTE programs continued and strengthened over this last year. These include Biotechnology, Engineering Design, Architectural Design and Software and Systems Development. Education CTE, however, was discontinued due to low interest. All pathways allow our students to access skills in job-related areas that can ultimately lead to an industry recognized certification.

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

The overall effectiveness of the actions and services selected for Goal 3 have proven effective, as evidenced by the improvement in the various metrics used to measure Goal 3. Specifically, CUSD saw high school graduation rates by 5% to reach 84% overall. With Cesar Chavez Continuation and Centennial leading the way by increasing 21% and 6% respectively. As such, CUSD dropout rate decreased by 4%. This year's expected overall HS graduation rate is estimated to increase district wide along with all high schools (this data is expected to be released summer/Fall, 2019). Similarly, the A-G completion rate has increased 4% district wide with Centennial High increasing by 7%, Dominguez High by 10% and Compton High by 4%. CUSD actions and services (3.1 and 3.3) focusing on increasing student participation in college courses and AP courses has been important to not only preparing students for college but motivating them to see college can be attainable for them. The more students that have opportunities to take AP and college courses the more likely they will graduate from High School. Additionally, our efforts to not only increase College and AP courses but to also make a concerted effort to have AVID opportunities, face to face credit recovery and online credit recovery platform contributed to the overall student success (3.1 and 3.8). The amount of students taking AP courses along with total AP exams taken have increased by 178 and 244 respectively. Finally, a 3% increase was seen from this year with students earning a 3 or better on AP exams, again contributed by the efforts we described in goals 3.1 and 3.3. Also, we believe our attention to counseling services (3.9) and programs like summer bridge to support students transition to high school (3.8) played a critical role in the success mentioned above. The data shows that CUSD is continuing the growth to elevate student access and success in College and Career preparation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budgeted expenditures and the estimated actuals.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The College and Career indicators continue to support and drive the actions and services within Goal #3. However modifications were made for some of the actions.

Action 3.1 will have an additional process to support CUSD efforts to increase graduation rates and specifically for our unduplicated students. This process is known as Guidance Alignment; a set of early warning indicators that school leaders periodically review at least four times throughout the year that measures if students are on track for graduation. At every review the school leaders develop targeted interventions for students who may not meet the indicators' threshold. Additionally we will be piloting a block schedule at one high school with an additional 7th period (Dominguez High School). This schedule allows students an extra period to not only make up credits, attend interventions, and obtain additional courses, but also to have greater access to college courses.

Action 3.2 will also have an additional component. CUSD will be providing a student and parent friendly report to 8th-12th graders that describes their College Eligibility and graduation status as well as their A-G track. The report provides next steps and minimum requirements needed for them to meet their personal college goals twice a year.

Action 3.5 add more CTE pathways to include Architectural Design and Software/Systems Development.

Action 3.7 Additionally, CTE department also added a partnership with the Office of School and Community Partners (OSCP). OSCP will provide CTE related college opportunities (fieldtrips, work-based learning opportunities, mentorships, etc.).

Goal 4

Goal 4:

All staff will promote student engagement by building positive environments, inclusive of parent and community participation.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Overall Attendance Rate	2018-19 Increase overall attendance rate to 97.%.	CUSD attendance rate as of May 2019 indicates we are at 96% and currently below our goal of 97%.
Chronic Absenteeism	2018-19 Decrease chronic absenteeism rate by 2% over 2017-2018 year.	As of May 2019 our current chronic absenteeism is at 10.3% based on Aeries. Last year's Dashboard shows 11.3%. Therefore, we there has been 1% decrease (tentatively), but currently CUSD does not meet our goal of a 2% decrease.
High School Graduation Rate	2018-19 Using new LCFF Evaluation Rubric indicators achieve a status of 85% to 90% with an increase of 5% or greater.	For the 2018-2019 School year CUSD achieved an 85% graduation rate, meeting the goal for that year. (Preliminary data as of April 29, 2019)
High School Drop-out Rate	2018-19 Decrease the high school drop-out rate by 2% over the 2017-2018 year.	Data pending (not yet available). The class of 2018 had a 10% drop out rate. We are predicting that the class of 2019 will be 9%.
Middle School Drop-out Rate	2018-19 Maintain middle school drop-out rate of less than 1%.	Data pending (Not yet available). However, we anticipate to stay below 1%.

<p>Parent Engagement - Programs</p>	<p>2018-19 Increase number of completed parent surveys to 3,000. Increase number of parents attending district-wide parent events to 500.</p>	<p>Over 2821 parents participated in the 2018-19 survey. Although we did not meet the 3000 number, the number that completed the survey was far greater than the number for the 2017-18 school yea (682 parents). Goal was met.</p> <p>Over 579 parents attended district sponsored workshops hosted by the Office of Special Projects and the wellness initiative team in Pupil Services department. Some of the workshops offered include; the importance of regular school attendance and bullying prevention. Goal was met.</p>
<p>Parent Engagement - Decision Making</p>	<p>2018-19 Maintain 80% or higher rating on district climate/connectedness parent survey for question #13 - "school promotes parent participation in decision making that affects school practices/policies"</p>	<p>85.86% of the parents who took the survey indicated that their school promotes parent participation in decision making. Goal was met.</p>

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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.1 Attendance Monitoring: Provide additional support through a systematic process for monitoring attendance that follows all State and Federal guidelines (e.g., SART/SARB, truancy monitoring, etc.) to ensure that students in specific populations (i.e., EL, Foster Youth, and Low Income) are regularly monitored and attend school to meet the district goal.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Elementary schools conducted ACT (Abolish Chronic Truancy) program meetings after establishing MOUs with the LA County DAs office. SART (School Attendance Review Team) meetings were conducted at school sites after 6th truancy. DART (District Attendance Review Team) meetings were held at Pupil Services for elementary and secondary schools to address truancy and chronic absenteeism. SARB (School Attendance Review Board) meetings were held weekly by a LACOE certified panel to provide interventions on cases of habitual truants in order to improve their attendance. During the year CWA staff attended LACOE SARB Certification and Supervisor of Attendance meetings. Saturday school was provided as an intervention for students who were absent.</p> <p>As a result, 82 SARB meetings for new students, 34 SARB meetings to review student cases, and 10 DART meetings were conducted as of February 14, 2019.</p>	<p>\$997,620 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure) \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure) \$237,446 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$977,668 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$99,435 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$232,697 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.2 Attendance Monitoring: Provide recognition for students and families who meet district-wide attendance goals and who improve attendance.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>Monthly awards were given to Student on a Roll for having improved attendance. This recognition was presented to students and families at a district SOAR recognition celebration. The Strive for Less than 5 campaign was initiated to reduce chronic absenteeism and have students in school each and every day. To promote perfect attendance, 25, 50, 75 and 100 days of perfect attendance were celebrated with incentives.</p> <p>In addition, a total of 13,334 students were recognized for attendance including 296 for Student on a Roll, 6,342 students recognized for 25 days of perfect attendance, 3,389 recognized for 50 days of perfect attending, 1,834 students recognized for 75 days of perfect attendance, and 1,500 students recognized for 100 days of perfect attendance.</p>	<p>\$997,620 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure) \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure) \$237,446 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$977,668 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$99,435 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$232,697 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>

Action 3

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.3 Attendance Monitoring: Create a system for analyzing changes in student enrollment to reinforce instructional program, academic pathways, address declining enrollment, etc.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CWA utilizes reports generated by Certify, Aeries Analytics, and Aeries Dashboard. The district updated the home visit procedures and documentation. A 5-day drop procedure for consecutive absences was implemented. Truancy policies and procedures for elementary and secondary were updated. A weekly report in Aeries allowed CWA to track students throughout the district who were on short-term independent study and ensure valid contracts were in place. Parent, student and school responsibilities were clearly defined in an updated STISC (Short Term Independent Study Contract). To streamline the enrollment process, Aeries Air was activated for online enrollment. Enrollment outreach was established and took place at the following community events: high school graduations at Stub Hub Center, Sebring Park grand re-opening, Compton Air Show, STEAM Fest, Gear Up and various pre-school enrollment fairs. Banners for CUSD enrollment have been placed throughout the district boundaries.</p> <p>Consequently, there has been elimination of students placed on independent study without a valid contract. Also, monthly data chats between ITD, CWA, and ECS to monitor attendance has been taking place. There have been site visits to review attendance data and reports. In addition, there has been a reduction in wait time at Pupil Services for enrollment. As a result, there have been positive messaging about CUSD schools, programs, and community events.</p>	<p>\$997,620 - LCFF - 1000-1999 Certificated Salaries - Action 2.6 funds support (repeated expenditure) \$101,464 - LCFF - 2000-2999 Classified Salaries - Action 2.6 funds support (repeated expenditure) \$237,446 - LCFF - 3000-3999 Employee Benefits - Action 2.6 funds support (repeated expenditure)</p>	<p>\$977,668 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$99,435 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$232,697 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>
---	---	---	---

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.4 Behavior Related Services: Implement and maintain Wellness Centers at each high school to include general health and mental health services as well as college & career and personal mentoring services.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Wellness centers were implemented and established at each of the three high schools and two elementary schools. An additional three secondary and two elementary wellness centers will be built. Four of the existing centers maintain a Clinical Social Worker to address the needs of students who seek assistance with general health services and also mental health/trauma related services. The youth at the high schools also have access to College and Career assistance and mental health awareness clubs (NAMI). All wellness centers provide an opportunity for mentoring services to assist with the daily rigors of life.</p> <p>Evidence of success includes 80 students receiving routine mental health services, 45 crisis management/risk assessments, and 10 wellness center walk-ins per day. Also, 2000 student check-ins/student contacts and monthly staff meeting facilitation assistance have taken place as it relates to this action.</p>	<p>\$463,050 - LCFF - 1000-1999 Certificated Salaries \$96,916 - LCFF - 3000-3999 Employee Benefits \$300,000 - LCFF - 4000-4999 Books and Supplies \$275,505 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$453,789 - LCFF - 1000-1999 Certificated Salaries \$94,978 - LCFF - 3000-3999 Employee Benefits \$294,000 - LCFF - 4000-4999 Books and Supplies \$269,995 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as</p>	<p>For Actions/Services not included as</p>	<p>\$0</p>	<p>\$0</p>

contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

4.5 Behavior Related Services: Establish partnerships with local mental health and general health agencies to extend services provided to students and families.

contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Partnerships continue to evolve with stakeholders and community agencies to provide the necessary resources and services to youth in need. Services and outreach continue to expand to the whole family to address immediate assistance and to ensure the general and mental health needs of our youth and extended members of the family. An additional partnership was solidified specifically to service TK, K, and 1st grade students and the Collaborative Learning for Educational Achievement and Research (CLEAR) for two K-8 schools. Referrals are received and reviewed daily. Weekly meetings with partners continue to ensure the best possible care for the youth and families seeking assistance. A Sr. Community Relations Specialist position was added to facilitate communication with parents about mental and physical health services and coordinate parent workshops. Monthly parent workshops took place to address behavior related matters.

Evidence of success includes weekly wellness providers and case conferencing meetings. In addition, attendance at monthly County of Los Angeles Mental Health Service Area Council committee meetings took place throughout the year. As well as bi-monthly LA County DMH school based collaborative meetings at Pupil Services for district wellness team, county, and all providers. Finally, monthly parent workshops took place on the following topics: School Transitioning, College Readiness, Peer Pressure, Grief & Loss, Healthy Relationships, Independence, Positive Parenting, and Positive Discipline.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>4.6 Interventions & Enrichment: Provide additional staff and services through the office of Special Projects to support parents of "at-risk" students and "at-risk" students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Math intervention was provided to students through the Alternative Support Program. This program funded our Project RISE Math intervention for at-risk students in grades 3-8 who are in danger of not meeting grade level requirements and standards. The intervention was provided by our college tutors through California State University Dominguez Hills, and they receive ongoing training through our Ed. Services Department.</p> <p>In addition, students were provided additional support in mathematics through a partnership with the Bootstrap program overseen by Northrop Grumman engineers (Grades 3-8). Parents of at-risk students also received support through various workshops presented by site personnel and the district staff through the newly formed Family Leadership Academy.</p>	<p>\$185,396 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$148,185 - LCFF - 2000-2999 Classified Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,312,123 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$1,053,386 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$1,328,615 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$642,280 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$6,159,965 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,349,077 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$739,639 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>	<p>\$181,688 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$145,221 - LCFF - 2000-2999 Classified Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p> <p>\$3,245,881 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$1,032,318 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$1,302,043 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$629,434 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$6,036,766 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,322,095 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$724,846 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>

Action 7

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.7 Parent Engagement: Provide parents/guardians with activities and information related to the California Content Standards, related assessments, etc. through a series of workshops specifically aligned to academic content needs. These work shops will be once per quarter/trimester at each site (i.e., 1 literacy night, 1 math night, 1 college & career night).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Throughout the year, activities and information related to the California content standards and related assessments were provided to parents through series of workshops aligned to the content needs of students. These workshops were provided through the Curriculum Specialists in the content areas of Mathematics and Language Arts. The Community Relations Specialist facilitated various workshops at school sites presented by staff and community partners that provided families with California Content Standards related information and skills. Information regarding the Family Leadership Academy continues to be disseminated to families and a series of workshops were provided to families through both Child Welfare & Attendance and Compton SELPA. Community Relations Specialist have received training to facilitate Active Parenting classes at school sites as well as the Math Maze program to enhance the skills of families so that they can better support their students at home with academics. School Sites held Digital/Math nights, Literacy nights, and various activities to emphasize college and career knowledge.</p>	<p>\$210,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure) \$642,280 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$6,159,965 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$205,800 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$629,434 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$6,036,766 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>
---	--	--	--

Action 8

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

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>4.8 Parent Engagement: Provide parents/guardians of "at-risk" students with information and skills related to improving academic achievement.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>The parents and guardians of at-risk students were provided with a variety of trainings and workshops through the school sites and various departments on relevant information and skills necessary for improving students academic outcomes. At the district level, Community Relations Specialists were trained on providing a series of workshops at their respective school sites through the Family Leadership Academy. Among the workshops provided at the different locations includes; Parenting Awareness, Future Ready Learner, Health and Wellness workshops, Personal Growth and Development. Parents were also provided training in the areas of mathematics and English Language Arts via Math and Literacy Night. Through these programs, parents were provided with the skills they need to assist their children with homework and other assigned projects.</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Actions 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Actions 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure)</p>	<p>\$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>
--	--	---	---

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p>	<p>\$0</p>	<p>\$0</p>

<p>Location: All Schools</p> <p>4.9 Parent Engagement: Provide parents/guardians of students with special needs with skills and information to support their children in successfully reaching the goals identified in the student's IEP and the California State Content Standards.</p>	<p>Location: All Schools</p> <p>The Special Education department provided a series of educational workshops targeted to the parents of students with disabilities. The director of Special Education department provided SST information with parent on how the process is conducted. Topics discussed during these meetings included the following; referral process, available intervention programs, progress monitoring, and special education testing procedures. Services providers utilized by the district also shared information about there programs with respect to speech and language therapy, occupational therapy, school-based counseling and mental health therapy.</p>		
--	---	--	--

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>4.10 Parent Engagement: Provide parents with opportunities to participate in a variety of parent advocacy groups (e.g., ELAC, DELAC, DAC, SSC, African American Parent Advisory Committee, etc.) and the State and Federal regulations associated with membership on these committees.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Throughout the year, parents were regularly provided with the opportunities to participate in a variety of parent advocacy groups and activities associated with membership on these committees. Parents were encouraged to join the English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Council, School Site Councils, and African American Parent Advisory Committee. All members and participants were trained on the roles and responsibilities of each of the council that</p>	<p>\$0</p>	<p>\$0</p>

they belong to. In addition, they were also provided with other educational activities and workshops designed to assist them in carrying out the responsibilities of assisting their children in their educational pursuit.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>4.11 "Team Joy & Fun": Provide enrichment activities for students K-12 that support student engagement in school (inside & outside of classroom), build character and social skills, provide leadership skills and activities to demonstrate leadership, and extend learning opportunities (e.g., clubs, competitions, field trips, etc.).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>There have been various enrichment activities for students K-12 that support student engagement in and outside of the school setting. Examples of out of classroom activities taking place in the summer, after school, and Saturdays include Black Top Tennis, Building Block-Baseball/Softball, and Girls Basketball Camp. In addition, students participated in the King Tut Exhibit visitation and athletics at the Elementary and Middle School levels. Upstander Student Advisory, Academic Pentathlon Teams, Red Nose Day, and Random Act of Kindness Week all build character, leadership, and social skills. Other opportunities for enrichment include Summer Spirit Camp for three high schools for students participating in cheer,</p>	<p>\$315,000 - LCFF - 1000-1999 Certificated Salaries \$65,930 - LCFF - 3000-3999 Employee Benefits \$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure) \$28,812 - Other State</p>	<p>\$308,700 - LCFF - 1000-1999 Certificated Salaries \$64,611 - LCFF - 3000-3999 Employee Benefits \$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$28,236 - Other State Revenues - 1000-1999 Certificated Salaries \$6,159 - Other State Revenues - 3000-3999 Employee Benefits</p>

	<p>dance, and flag. Lastly, P.E. standards professional development, Centennial Summer Band Camp, and Southern University Band Camp for all three high schools, and the Rob Dedeaux Baseball Foundation were provided in correlation with this action.</p> <p>Evidence of success related to this action includes 450 students participating in Black Top tennis, 5 Tennis Stadium play dates with Sloane Stephens Tennis Foundation for 1, 250 students. Also, 115 spirit team members were provided with skills training, 100 students participated in baseball/softball, 21,000 students participated in Red Nose Day, and 2,100 students participated in K-8 athletics.</p>	<p>Revenues - 1000-1999 Certificated Salaries - TIIG \$6,285 - Other State Revenues - 3000-3999 Employee Benefits - TIIG</p>	
--	---	--	--

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>4.12 Provide district-wide and site specific recognition opportunities (i.e., attendance awards, academic awards, etc.) for students, parents, and staff.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Monthly awards were given to Students on a Roll for most improved attendance, this award is given to students who have moved from the chronic absentee list to being present every day. Monthly awards were given to Student of the Month for outstanding achievement. Each school selects one student for each category to be recognized. This recognition was presented</p>	<p>\$0</p>	<p>\$0</p>

to students and families at a district SOAR and SOTM recognition celebration. The district will recognize students who have perfect attendance for the entire year.

Evidence of success pertinent to this action includes 296 students recognized for Student on a Roll and 296 students recognized as Student of the Month.

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 California School Dashboard, as applicable.

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

Actions and services for Goal # 4 were implemented with fidelity. Most of the actions implemented for this goal are address below in four categories:

Parent Engagement: Parent and family engagement was carried out with passion both at the district level and the different school sites. The family engagement process developed last year was fully implemented in the 2018-19 school year at all sites. Parents received continuous training and workshops on topics that will guide them in assisting their children at home. Literacy Nights and Math Nights were provided to parents as well as College and Career Ready Nights where information relevant to college attendance are shared with parents. Some other topics provided by our District Parent Center and offered to school sites were the following: School Transition, College Readiness, Peer Pressure, Grief & Loos, Healthy Relations, Independence, Positive Discipline, and Anger Management. Through the Family Leadership Academy, parents attended variety of workshops at the district as well as at the different school sites. Parents also received credit for workshops through the academy, and at the end were provided with a certificate of completion for meeting the 12 units/credits required. Those parents who met the completion requirements were recognized at the board meeting where they received their certificate. In addition to attending workshops and trainings, parents also participated in district and site committees, especially the School Site Council, English Learner Advisory Committees, District English Learner Advisory Committee, District Advisory Council as well as the African American Parent Advisory Council. In addition, a variety of workshops targeted to members of the different committees on their Roles and Responsibilities were offered.

Student Recognition: As is the tradition in Compton Unified School District, recognition of Achievement is extremely important. Throughout the school year award assemblies were held at each of the school sites to recognize students. At the same time, ceremonies were held at the district level, and awards were given to students who improved in school attendance as well as those who achieved student of the month from each of the Compton Schools. These presentations are made/presented to students in the presence of families members. Other forms of recognition were given to students throughout the year. Among these are reclassification of EL students, New Comer Program, and Seal of Biliteracy. Recognition of student accomplishments in the areas of Basketball and Football Championship winnings were also carried out. Recognition of parent volunteers through "Volunteers in Public Schools" for services provided to schools and students was also conducted. District wide STEAM instruction was celebrated through the annual STEAMFEST events where all sites participated in showcasing their science, technology, engineering, arts, and mathematics curriculum by creating a special booth with activities and model artifacts showing students' learning. Thousands of parents attended the event this school year.

School Attendance: Student attendance is critical to academic achievement and as such CUSD takes student attendance seriously. To support improvement in the area of attendance, regular monitoring of school level attendance occurred on a weekly basis. Schools were notified weekly of their current attendance rate as well as their chronic attendance rate and encouraged to develop strategies to address attendance through incentives, parent

contacts, and other activities such as implementation of PBIS strategies to improve site attendance rate. School Attendance review team meetings were also conducted at several school sites to address issues related to student attendance. In addition, the district attendance review team meetings also took place at the Pupil Services Department.

Wellness Initiatives: Students Mental/physical and emotional needs continues to be a critical need in the Compton Unified School District and continues to receive proper attention. Actions and services associated with this area continued and provided students with many opportunities to receive mental health related services. District PBIS implementation continues to improve in quality. The training and work done in the area of Capturing Kids Hearts during the 2017-2018 school year, and Trauma Informed Practices that has been done this year allowed staff and students the opportunity to better understand the importance of developing relationships and the impact that traumatic experiences play on the learning process and the academic achievement of students. A total of 115 staff members were trained on BRIM and bullying policies, and 200 staff members were trained on Trauma Sensitive Schools using the text *Help for Billy*. In addition, all certificated and classified personnel at Longfellow Elementary and Kennedy Elementary Schools are currently being trained by CLEAR on trauma-informed practices.

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

Overall effectiveness of actions and services provided under this goal are deemed to be very successful. Parents and family engagement at Compton Unified School District continues to go up every year. The number of parents participating in district-wide activities went up to over 1,000 compared to 650 the previous year. More than 85.86% of the parents who took the district Climate/Connectedness parent survey question # 17 (2821 parents) agreed or strongly agreed that the their child's school promotes parent participation in decision making that affects school practices and polices, and more than 90% of them indicated that their school communicates regularly with families for classroom and school-wide activities (question # 16).

Regarding student recognition and celebration, the entirety of the small tasks and programs carried out both at the site level and district wide are an effort to promote a positive culture within the school building. While preparing students to be good citizens and contributing members of society, promoting and celebrating their success shows students that we care. Student recognition and celebration throughout the school year has proven to be effective in a variety of ways. Stakeholders including administration, teachers, and parents indicate that these events help motivate students, and they help foster strong relationships among students, families, and faculty. This also has a positive effect in improving school wide discipline (BLUE on Dashboard), or improving student attendance. At this point, for example, our Aries internal data indicates that most schools will make gains this year (official data pending) when compared to their most recent chronic absenteeism rates reflected on the California Dashboard.

The numerous wellness initiatives are helping improve the social-emotional well-being of our students, equipping them with the necessary tools to build resiliency, demonstrate self-control, deal with trauma, and minimize behavior problems. Close to 70% of the staff surveyed (1132) and 76% of the parents surveyed (2821) indicated that their school provides social emotional support for student wellness (e.g. counseling services, crisis intervention, mind-set training, character education, PBIS, etc...). The number of suspensions for our district are as low as 2%, and the number of expulsions are almost non existent (1 student only was suspended this year).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material difference between budgeted expenditures and the estimated actual.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Even though there will not be significant changes to this goal, some of the actions will be modified for the 20190-2020 school year in order to expand the services already in place:

Action 4.1 Attendance monitoring is a major focus in the Compton Unified School District. As a district, we are currently ORANGE on the California Dashboard. As a modification to this action, an administrator will be assigned to work closely with any items related to attendance and chronic absenteeism.

Action 4.4. We will continue implementing and maintaining Wellness Centers at each high school, but next school year we will modify this action by expanding these centers to some middle and elementary schools. The centers will include general health and mental health services as well as college & career and personal mentoring services as needed.

Action 4.7. This action will be modified by expanding the number of topics that our parents will be trained on. These will include the California Content Standards, related assessments, specific content areas of the curriculum, social-emotional issues, trauma, behavioral needs, and health-related topics. These workshops will be once per quarter/trimester at each site (e.g. 1 literacy night, 1 math night, 1 college and career night), and they may also be offered by the District Parent Center through an annual, district-wide Parent Institute. Also, our Community Relation Specialists will receive monthly professional development through the book study of Help for Billy. The book comes both in English and Spanish. Centralized professional development will then be replicated at each of our schools Parent Centers in order to reach as many parents as possible. Additionally, our district will provide through our clinical social workers ongoing training on various mental health topics.

Action 4.8. This action continue focusing on providing parents/guardians of "at-risk" students with information and skills related to improving academic achievement as well as their social-emotional growth. However, it will be modified by providing parents with specific training on how to use Aeries grade book and the Parent Portal so that they can effectively monitor their students' academic progress.

Goal 5

Goal 5:

English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
English Learner Progress	<p>2018-19 Increase English proficiency as measured by iready /eld assessment to be determined.</p> <p>Define baseline for annual progress towards learning English using ELPAC</p>	<p>English Learner proficiency reflects 61% of students at level 3 and 4 as measured by the English Proficiency Assessment of California (ELPAC)</p>
Reclassification Rate	<p>2018-19 Increase the reclassification rate by 3 - 5% over the 2017-2018 year.</p> <p>Move overall EL proficiency to Medium (67% to less than 75%) status and increased change (1.5% to less than 10% increase).</p>	<p>Reclassification rates have increased by 1.7% from 13.6% to 15.3% in the 2017-18 school year. Currently, the district's reclassification rate is at 19%. The goal was met.</p>
EL Graduation Rate	<p>2018-19 Increase 5% over 2017-2018 data for EL four year cohort graduation rate.</p>	<p>Graduation rates have slightly increased and remained consistent from 70.6% to 72.5%</p>

EL Student Grade of D or F Rate 2018-19

Decrease EL Student Grade of D or F Rate to 20%.

Most recent progress report grade distribution indicates that the EL Student Grade D/F rate is at 30%. Goal was not met.

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Specific Student Group(s): English Learners</p> <p>Location: All Schools</p> <p>5.1 Curriculum & Instruction: Provide rigorous ELD instruction daily for all EL students and provide appropriate placement of EL students in core classes and ELD classes at all levels.</p>	<p>During Designated ELD teachers utilize Wonders ELD curriculum and Imagine Learning web-based literacy program is utilized for ELs at the Emerging-Expanding levels. During the summer of 2018 ELPAC spirals were developed by teachers for the purpose of preparing students for the ELPAC. These ELPAC aligned questions are utilized during the 90-minute block on Fridays. At the Elementary level, students are to be grouped homogeneously during Designated ELD during the 90-minute block. Students are grouped in accordance to their most recent ELPAC levels. At the secondary level, EL placement is determined by years in program and students' ELPAC level. At the middle school level, Designated ELD courses include Beginning (Emerging Level), Intermediate (Expanding Level), and Advanced ELD (Bridging Level) courses. Collections curriculum is implemented during Designated ELD. In addition, Academic Language Development (ALD) courses are offered for students at the Expanding-Bridging levels. The curriculum for the ALD course is English 3-D. At the high school level, EDGE is the district adopted curriculum. Newcomer students are placed in Beginning 1, Beginning 2, or Intermediate ELD utilizing the EDGE curriculum. ELD course offerings for LTELs include Journalism ELD an A-G approved elective which focuses on writing via units related to Journalism. Academic</p>	<p>\$0</p>	<p>\$0</p>

	<p>Language Development was recently approved as an A-G approved English course utilizing the English 3-D curriculum. Advanced ELD, A-G approved English course consists of units aligned to novels. Curriculum and pacing guides were developed to facilitate ELD instruction. Also, all Designatd ELD courses are aligned to the ELD standards and ELA/ELD framework. SDAIE sections are offered in English and Math, placement recommendations include clustering ELs in SDAIE sections within a heterogenous setting.</p> <p>ELPAC data reflects 35% of students at a level 3 and 26% of students at level 4 equating to 61%. ELPAC scores are comparable to the state and surrounding district averages. RFEP rates have steadily increased over the past year from 14% to 18%. According to the English Learner Progress Indicator for Fall 2017 CUSD is at yellow status improving from orange in Spring of 2017. Based on district walkthroughs there has been ongoing implementation of the 90-minute block and small group Designated ELD. In addition, walkthrough data reflects use of ELPAC spirals and ELPAC practice tests.</p>		
--	--	--	--

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p>	<p>This is the fourth year that Compton Unified School District has implemented the Newcomer program at Roosevelt MS and Dominguez HS. The program components include two bilingual teachers, one-to-one technology (IPADs), and bilingual instructional assistants. Students that have been in U.S. schools two years or less are</p>	<p>\$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds</p>	<p>\$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure)</p>

<p>Location: All Schools</p> <p>5.2 Curriculum & Instruction: Provide "Newcomer Services" at all levels to support EL students entering U.S. schools for the first time (students enrolled less than 2 years).</p>	<p>prioritized. Curriculum is modified across content areas by means of native language support (textbooks in English/Spanish). Teachers have been trained on GLAD strategies to better support students with English language acquisition. Blended learning is an integral component of the Newcomer program. In addition, all students are given access to Rosetta Stone and Nearpod on-line programs.</p> <p>Supplemental resources consisting of bilingual dictionaries etc are available to all Newcomer students district wide. Imagine Learning licenses are allocated to Newcomers at the Elementary level. The EL Department has funded bilingual instructional assistants at every school site.</p> <p>Based on recent school data students in the Newcomer program have shown academic growth parallel to their peers. In the area of English Language acquisition, students in the Newcomer program had a progress average gain for the year of 68% based on data from Rosetta Stone. In addition, 50% of students at Roosevelt Middle School's Newcomer program increased their reading level by 56% as determined by I-READY.</p>	<p>support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure) \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>	<p>\$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)</p>
--	---	---	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p>	<p>At the K-8 level professional development on instructional routines and strategies pertinent to Academic Language Development was provided in the summer and throughout the school year. During the summer a cohort of teachers were trained on GLAD and follow up sessions are provided throughout the school year.</p>	<p>\$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 fund support (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified</p>	<p>\$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated</p>

<p>Location: All Schools</p> <p>5.3 Curriculum & Instruction: Provide EL and RFEP students with consistent district-wide academic vocabulary instruction and integrate linguistically, culturally relevant and responsive pedagogy.</p>	<p>Professional Development on the 90-minute block consisted of training on the ELPAC spirals, particularly the academic language relevant to the ELD assessment. K-2 professional development on writing utilizing the Step Up to Writing curriculum was implemented on Saturdays and will be offered throughout the school year. At the secondary level (6-8) teachers were provided with professional development on the Collections curriculum. Saturday sessions on instructional routines relevant to academic vocabulary acquisition will be provided throughout the 2018-2019 school year. Professional development on English 3-D consisted of instructional routines to teach academic vocabulary. At the high school level, teachers were trained on the district adopted ELD curriculum and integration of blended learning. The focus of these professional development sessions is academic vocabulary acquisition. High School ELD teachers have also been provided with professional development on the instructional implications of the ELPAC, particularly in the areas of reading and writing. ELPAC writing tasks are available via SBAC coach. In addition, all secondary teachers have received on-site professional development on Language Objectives which embed academic vocabulary across content areas.</p> <p>Compton Unified School District has 72 GLAD certified teachers. Thirty teachers were trained in the summer of 2018. Survey data reflects that 58% of GLAD trained teachers are at the developing levels of implementation. Walkthrough data indicates 40% of teachers were effectively implementing GLAD strategies in their respective classrooms.</p>	<p>Salaries - Action 5.13 funds support (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)</p>	<p>expenditure) \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)</p>
---	---	---	--

Action 4

Planned	Actual	Budgeted	Estimated Actual
---------	--------	----------	------------------

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.4 Curriculum & Instruction: Integrate multiple representations and modalities throughout the core curriculum to support EL students acquisition of language (i.e., visual and performing arts, classroom discussion, etc.).</p>	<p>GLAD addresses various learning modalities and focuses on English language acquisition via the use of visuals. At the high school Newcomer program, students practice their oral language skills through music. Students are learning how to play the ukulele while at the same time practicing English language acquisition skills in the domains of listening, reading, and speaking. VAPA was also an integral component of the summer school program both at the Elementary and Secondary levels.</p> <p>English learner students participate in Meet the Masters visual performing arts curriculum at the Elementary level. In addition, Newcomer students are part of a music program which teaches English Language Development skills through music once a week. Informal observations have noted that students are engaged while participating in the music program. Feedback from teachers on implementation of the music program has been positive.</p>	<p>\$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure) \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support. (repeated expenditure)</p>	<p>\$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to</p>	<p>The dual immersion program has currently expanded to three sites in the 2018-19 school year. Emerson offers K-3 dual immersion, Kennedy currently has K-1 classes, and Dickson currently offers a kindergarten class. Professional</p>	<p>\$60,000 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure) \$193,118 - Federal Revenues - Title III -</p>	<p>\$58,800 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated</p>

<p>Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.5 Curriculum & Instruction: Provide world language programs for students, both EL and EO, to expand their language abilities and support their individual communication abilities in a global society (e.g., Dual Immersion programs, IB World School programs, etc.)</p>	<p>development has been a focus for the dual immersion classes through LACOE and CABE. Teachers and administrators visited exemplary dual immersion programs throughout Los Angeles county. In addition, dual immersion teachers were provided with the opportunity to attend the CABE dual-immersion conference. Dual Immersion network sessions have taken place where the three DI schools in the district are provided with opportunities to collaborate. Curriculum is provided in both English and Spanish. The Compton Unified School District plans to expand dual immersion programs in subsequent years beginning in preschool. World Language programs continue to be offered at 6 of the 7 middle schools. Students receive Spanish 1 and Spanish 2 HS credit which also fulfills the A-G World Language requirement. The district is funding 0 and 7 period World Language course offerings. CUSD plans to expand the World Language program in the 2019-2020 school year to Whaley MS and K-8 schools throughout the district. Pacing and curriculum guides were developed over the summer. World Language teachers attended professional development throughout the year via Occidental College, LACOE, and Que Chevere. Seal of Biliteracy assemblies were conducted this school year.</p> <p>Identification and monitoring of potential Seal of Biliteracy recipients is a focus of the EL Department. There have been ongoing increases in the number of Seal of Biliteracy recipients at both Compton HS and Dominguez HS.</p> <p>All dual immersion classrooms have been visited several times during the school year. Walkthrough data thus far this school year reflects 90% implementation of the 90-10 program model. It was observed that teachers were utilizing different strategies to facilitate comprehension and language development in 95% of classrooms. In 100% of the classrooms it</p>	<p>1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure) \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support. (repeated expenditure)</p>	<p>Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)</p>
--	---	--	--

was evident that instruction in the target language was taught to build concepts. Two preschool meetings related to dual immersion have been offered this school year. Parent participation and feedback has been positive. World Language course offerings have expanded at six of the seven middle schools throughout the district. Currently, 575 7th through 8th grade students are enrolled in MS Spanish courses. Seal of Biliteracy recipients thus far this school equates to 60 senior students district wide with an expected increase at the end of the year.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.6 Interventions: Provide intervention services to EL students that are designed to improve their acquisition of English and increase their individual content knowledge (e.g., before & after school programs, summer school activities, double blocked periods, etc.).</p>	<p>The EL Department offers various enrichment and opportunities for extended learning throughout the school year. Throughout the year 0 and 7 period course offerings are funded by the EL Department. Roosevelt MS offers Spanish, Bunche MS Journalism, Centennial and Dominguez offer a writing course for LTELs and Newcomers. In addition, students participate in the Journalism after school program for at-risk LTELs. Summer School Enrichment programs have been offered for the Newcomer student population consisting of a thematic approach integrating culturally responsive pedagogy. At the MS Summer School Enrichment Program for Newcomers, students participated in robotics. In addition, EL students are provided with opportunities to enroll in credit recovery classes and summer school.</p> <p>Over the summer 60 Newcomer students participated in the high school summer</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,208,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support</p>	<p>\$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,124,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated</p>

	<p>school program and 15 students participated at the middle school level.</p>	<p>(repeated expenditure) \$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure) \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support. (repeated expenditure)</p>	<p>expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)</p>
--	--	---	---

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to</p>	<p>Differentiated support for English learners at the K-8 schools are provided through the 90-minute block. This is a structured time where students receive ELD and additional interventions. In addition, Imagine Learning is utilized as an individualized</p>	<p>\$4,078,536 - LCFF - 1000-1999 Certificated Salaries - Action 1.26 funds support (repeated expenditure) \$1,095,789 - LCFF - 2000-2999 Classified</p>	<p>\$3,996,965 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated</p>

<p>Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.7 Interventions: Provide additional support for Long Term English Learners (LTEL)through rigorous ELD courses, before and afterschool intervention, data chats, and specialized core classroom support.</p>	<p>pathway for students. The Journalism Program for at-risk LTELs is currently being implemented at 13 Elementary schools.</p> <p>Language Appraisal Team meetings are being conducted for at-risk LTELs and LTELs struggling in language development and academic areas. The LAT plan includes tiered interventions in core classrooms, parent meetings, and data chats. On-line programs to meet the needs of ELs at the secondary level include comprehension coach, Nearpod for Newcomer students, and Rosetta Stone.</p> <p>At the Elementary level 13 schools are participating in the after school Journalism Program for at-risk Long Term English learners. Currently, 20% of students participating in the Journalism Program for at-risk Long Term English learners have met the reclassification criteria. Language Appraisal Team (LAT) meetings pertinent to progress monitoring of at-risk and Long Term English learners have been conducted at 85% of the school sites.</p> <p>Graduation rates for English learners have slightly increased from 70.6% to 72.5%. A-G completion rates for English learners have slightly increased from 17.3% to 22.8%</p>	<p>Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure) \$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$1,669,500 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure) \$165,000 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure) \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure) \$193,118 - Federal Revenues - Title III -</p>	<p>expenditure) \$1,074,889 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$643,489 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,636,110 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$161,700 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$29,400 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III -</p>
--	--	--	---

		1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure) \$13,848 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support. (repeated expenditure)	3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses (repeated expenditure)
--	--	--	--

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p>The EL Department funds supplemental materials consisting of translated materials for Newcomers and on-line programs. Imagine Learning licenses have been purchased for all students at the Emerging-Expanding levels at the K-8 schools. Comprehension coach has been purchased for secondary ELD classes comprised of</p>	<p>\$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support</p>	<p>\$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$144,485 - Federal</p>

<p>5.8 Materials & Supplies: Provide supplemental instructional materials and supplies (e.g., books, charts, etc.), equipment (e.g., computers, tape recorders, etc.) and computer-based programs to supplement the ELD program (e.g., Imagine Learning, Write to Learn, Rosetta Stone, etc.).</p>	<p>LTEs. Newcomer students have access to Nearpod and Rosetta Stone. Lastly, all 6-12 Bridging students are monitored via the Scholastic Reading Inventory which measures lexile growth. SBAC Coach aligned ELPAC task types in the areas of reading and writing were provided to all Long Term English learners at the high school level. This program is servicing approximately 403 students.</p> <p>Imagine Learning Beginning of the Year and Middle of the Year results show the highest literacy gain in Kindergarten with an increase of 140 and the highest language gain occurring in 1st grade with a 194 increase. Reading level gains grew significantly with an increase of 185 lexile points. Rosetta Stone is servicing 123 students district wide and more students from the previous year have reached level 5 of the program. In addition, 56% of students are scoring an average of 95% on the reading, speaking, and grammar assignments. Data from System 44 indicates a 16% growth in phonemic awareness overall. To date, over 2200 writing samples were submitted by secondary ELD students.</p>	<p>(repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p>	<p>Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure)</p>
--	---	---	---

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p>	<p>The Department of English Learner Services monitors the progress of EL and RFEP students twice a year. A Data Dashboard has been created and sent to the sites to monitor student progress. The first checkpoint to monitor LTEL and At-Risk English learners is from November 1st to December 20th. The second checkpoint is from February 18th to March</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$1,669,500 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure)</p>	<p>\$643,489 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,636,110 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits</p>

<p>5.9 Monitoring & Records: Maintain all required Federal and State compliance documents and processes for monitoring the EL program and student achievement/progress (e.g., LAT plans, EL folders, Master Plan, etc.).</p>	<p>15th. Site English Learner Specialists will submit copies of the LTEL and At-Risk English learner students Language Appraisal Team plan to the department of English Learners following the timeline dates. Folders have been created for the English Learner Specialists to upload the LAT plans.</p> <p>The data dashboard for at-risk/long term English learners and reclassified students is being consistently used at school sites throughout the district. Monitoring of the dashboard is done on a quarterly basis and is referenced by administrators during data chats.</p>	<p>\$0 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure) \$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure)</p>	<p>(repeated expenditure) \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits (repeated expenditure)</p>
--	--	--	---

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.10 Parent Engagement: Provide language support services for parents to acquire a second language (e.g., translation services, world language courses, etc.)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location:</p> <p>Imagine Learning provides ten licenses for parents at each K-8 sites with the purpose of enhance their English fluency by working on foundational literacy skills. Parents receive translation/interpretation at</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$1,669,500 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure) \$165,000 - LCFF -</p>	<p>\$643,489 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,636,110 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$161,700 - LCFF - 4000-4999 Books and Supplies \$29,400 - LCFF -</p>

	<p>each parent meeting they attend. The district translation/interpretation team is assisting parents by translating/interpreting at the DELAC/ELAC meetings as well as at the SSC/DAC meetings.</p> <p>Due to the high percentage of Spanish speaking families in the Compton Unified School District, the EL Department has recently hired two translators/interpreters. Fifteen Rosetta Stone licenses have been allocated for ESL parent classes. A total of 10 courses will be offered prior to the end of the school year.</p>	<p>4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure) \$30,000 - LCFF -</p> <p>5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure) \$193,118 - Federal Revenues - Title III -</p> <p>1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure) \$168,081 - Federal Revenues - Title III -</p> <p>2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III -</p> <p>3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$147,434 - Federal Revenues - Title III -</p> <p>4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses (repeated expenditure) \$189,256 - Federal Revenues - Title III -</p> <p>1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III -</p> <p>2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III -</p> <p>3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III -</p> <p>4000-4999 Books and Supplies (repeated expenditure)</p>
--	--	---	--

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>The English Learner Services Department guides monthly District English Language Advisory Council (DELAC) meetings.</p>	<p>\$4,078,536 - LCFF -</p> <p>1000-1999 Certificated Salaries - Action 1.26 funds support (repeated</p>	<p>\$3,996,965 - LCFF -</p> <p>1000-1999 Certificated Salaries (repeated expenditure)</p>

<p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.11 Parent Engagement: Provide parent workshops to assist parents of English Learners in supporting the academic achievement of their children in acquiring English and content knowledge.</p>	<p>Information related to English Learner students is provided during the DELAC meetings. Academic achievement, student placement, reclassification, monitoring of student progress are some of the topics treated during the DELAC meetings. Furthermore, each school site benefits from a English Language Advisory Committee (ELAC) comprised by parents of English Learner students. This committee performs monthly meetings to address the needs of the EL students as well as to provide training to the parents. In addition, the parents of English Learners received training in two sessions during the year: Module 1: Academic Journey of and English Learner--Part 1 (Initial identification, instructional programs, Title III letters, and reclassification); MODULE 2: Academic Journey of an English Learner --Part 2 (A-G completion courses, college orientation and access, transcripts, graduation..)</p> <p>All DELAC meetings scheduled thus far this school year have had a quorum reflective of positive attendance. Ninety-one percent of school sites have a functioning and well attended ELAC. The average attendance at Module 1: Academic Journey of an English Learner consisted of 32 parents.</p>	<p>expenditure) \$1,095,789 - LCFF - 2000-2999 Classified Salaries - Action 1.26 funds support (repeated expenditure) \$1,096,825 - LCFF - 3000-3999 Employee Benefits - Action 1.26 funds support (repeated expenditure) \$3,189,805 - LCFF - 4000-4999 Books and Supplies - Action 1.26 funds support (repeated expenditure) \$4,308,453 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 1.26 funds support (repeated expenditure) \$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure) \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$142,876 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated</p>	<p>\$1,073,873 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$1,074,889 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$3,126,009 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$4,222,284 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits (repeated expenditure) \$140,018 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)</p>
--	--	--	---

		expenditure) \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)	
--	--	--	--

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.12 Professional Development: Provide specific professional development for teachers, administrators, and para-professionals to support English Learners in acquiring the English language and in meeting the California State Content Standards.</p>	<p>Comprehensive professional development related to English Learners has been provided to K-12 teachers. A new cohort of 30 K-8 teachers were trained on GLAD strategies during the summer. Follow up professional development sessions on GLAD are provided on a monthly basis. The Dual Language Immersion teachers along with the Newcomer teachers received professional development on GLAD strategies in Spanish. This professional development will be concluded in June 2019. All the k-5 teachers have received training on the implementation of the 90 minute block, ELD curriculum resources, as well as the use of supplemental programs provided to English learner students with the purpose of building foundational literacy skills. Training on writing strategies (Step Up To Writing) has been provided to K-2 teachers. Additionally, Language Objectives training has been provided to secondary teachers. Furthermore, training and support on the implementation of the ELD curriculum has been provided to the ELD teachers in secondary, Collections (6-8) and EDGE (9-12). At the high school level there has been intensive training on the instructional implications of the ELPAC. Strategies related to the ELPAC were taught during a two month ELD boot camp which was to</p>	<p>\$656,621 - LCFF - 1000-1999 Certificated Salaries - Action 5.13 funds support (repeated expenditure) \$1,669,500 - LCFF - 2000-2999 Classified Salaries - Action 5.13 funds support (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits - Action 5.13 funds support (repeated expenditure) \$165,000 - LCFF - 4000-4999 Books and Supplies - Action 5.13 funds support (repeated expenditure) \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Action 5.13 funds support (repeated expenditure) \$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Action 5.13 funds support. (repeated expenditure) \$168,081 - Federal</p>	<p>\$643,489 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$1,636,110 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$161,700 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) \$29,400 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries (repeated expenditure) \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries (repeated expenditure) \$107,715 - Federal Revenues - Title III -</p>

take place during Designated ELD. The English Learner Department has provided professional development to administrators on topics related to English Learners (student placement, reclassification, monitoring student progress, English Learners in special education, etc.) during the monthly principals and site EL Specialists meetings. Trainer of Trainers (TOT) professional development on the ELPAC task types has been provided to the site EL Specialists in order to create a task force with the goal of training the staff at their sites. Bilingual Instructional Assistants have received professional development quarterly to support English Learner students on topics related to second language acquisition (Academic Vocabulary, How to Build Foundational Literacy Skills, etc.). Professional development on the ELPAC Task Types has been provided to the Bilingual Instructional Assistants to assist teachers during the administration of the ELPAC exam.

Currently, the English Learner Department has offered three professional development sessions for bilingual instructional assistants. Average attendance at these professional development sessions equates to 90%. Upon bilingual instructional assistant walkthroughs conducted thus far this school year, it was evident that instructional assistants implemented Designated ELD supports using a variety of research-based strategies. In addition, all 21 Elementary schools were trained on Designated ELD strategies and curriculum resources which are to be utilized during the 90-minute block. There have been three Step Up to Writing PD sessions with an average attendance of 20 participants. Use of district adopted ELD curriculum was evident 85% during ELD classroom visitations. District wide there was consistent use of ELPAC practice tests and implementation of instructional strategies

Revenues - Title III - 2000-2999 Classified Salaries - Action 5.13 funds support. (repeated expenditure) \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Action 5.13 funds support. (repeated expenditure) \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies - Action 5.13 funds support. (repeated expenditure) \$13,848 - Federal Revenues - Title III - 7000-7499 Other - Action 5.13 funds support (repeated expenditure)

3000-3999 Employee Benefits (repeated expenditure) \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies (repeated expenditure) \$13,571 - Federal Revenues - Title III - 7000-7499 Other (repeated expenditure)

aligned to the state ELD assessment.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>5.13 Staffing: Provide appropriately trained and credentialed (if required) staff to support EL students in their regular instructional program and during enrichment and/or intervention programs (e.g., EL specialists, bilingual instructional assistants, etc.)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>All sites have credentialed staff to provide high quality instruction to English Learners. The staff at each site receives professional development throughout the school year on topics related to English Learners. Additionally, each site has an English Learner Specialist to support their school's staff as well as the students by providing trainings as well as small group enrichment and/or intervention instruction to English learners. Bilingual Instructional Assistants provide support to English Learner students on a daily basis during small group instruction. Currently, the English Learner Department is funding BIAs at all school sites. The EL site Specialists as well as the Bilingual Instructional Assistants receive ongoing professional development on English Learners related topics.</p> <p>All school sites within the Compton Unified School District have an EL Specialist/Designee. Site EL Specialists are provided with monthly training pertaining to English learner programs. Attendance at the quarterly Bilingual Instructional Professional Development sessions is between 90%-100%. Implementation of</p>	<p>\$689,452 - LCFF - 1000-1999 Certificated Salaries \$1,752,975 - LCFF - 2000-2999 Classified Salaries \$639,184 - LCFF - 3000-3999 Employee Benefits \$165,000 - LCFF - 4000-4999 Books and Supplies \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$193,118 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$168,081 - Federal Revenues - Title III - 2000-2999 Classified Salaries \$109,913 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$147,434 - Federal Revenues - Title III - 4000-4999 Books and Supplies \$13,848 - Federal Revenues - Title III - 7000-7499 Other</p>	<p>\$675,663 - LCFF - 1000-1999 Certificated Salaries \$1,717,916 - LCFF - 2000-2999 Classified Salaries \$626,400 - LCFF - 3000-3999 Employee Benefits \$161,700 - LCFF - 4000-4999 Books and Supplies \$29,400 - LCFF - 5000-5999 Services and Other Operating Expenses \$189,256 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$164,719 - Federal Revenues - Title III - 2000-2999 Classified Salaries \$107,715 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$144,485 - Federal Revenues - Title III - 4000-4999 Books and Supplies \$13,571 - Federal Revenues - Title III - 7000-7499 Other</p>

strategies reviewed during the PD sessions was evident during classroom walkthroughs.

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 California School Dashboard, as applicable.

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

In order to properly implement Goal 5 actions/services the Compton Unified School District funds one English Learner Services director, one English Learner Services administrator, and three district English Learner Specialists. In addition, the district is funding fifty-two bilingual instructional assistants to support each school with their English learner population.

The English Learner Services Department supports K-12 sites by implementation of CUSD's English Learner Master Plan which stipulates guidelines and processes for English learner student placement. The English Learner Services Department offers training on the district adopted ELD curriculum. In addition, the English Learner Services Department supports daily Designated and Integrated ELD at all K-12 schools. The district continues to focus on the implementation of the 90-minute Designated ELD/MTSS block at K-8 schools which included professional development and monitoring. The 90-minute block encompasses a time during the instructional day where students receive 60 minutes of ELD instruction. GLAD professional development has been offered over the last three years with follow up sessions provided throughout the school year. Professional development on language objectives across content areas and ELD standards continues to be provided throughout the district. The district's professional development model will continue to focus on the 90-minute block, Language Objectives, and GLAD strategies. Ongoing coaching and monitoring will continue in the upcoming year on the aforementioned PD initiatives both at the Elementary and Secondary levels.

Actions and services correlated to Goal 5 include the expansion of dual-immersion programs. Currently, the Compton Unified School District has three dual-immersion programs. The English Learner Services has made it a priority to offer professional development for dual-immersion teachers. Furthermore, the district has provided administrators and teachers from the dual-immersion schools opportunities to visit exemplary programs throughout Los Angeles county. The district's plan is to expand the dual-immersion programs at various preschools throughout the district.

Actions and services provided to Newcomer students include two Newcomer Programs-one middle school and one high school. The additional services provided in the Newcomer program include supplemental curriculum specifically for Newcomers, curriculum in students primary language, translation dictionaries, and one to one technology. Students in the Newcomer Program are taught by bilingual teachers and are provided additional support by means of bilingual instructional assistants. All students have access to Rosetta Stone and Nearpod licenses as an additional support in their English language acquisition.

Actions and services for at-risk Long Term English Learners and Long Term English Learners include funding of Imagine Learning licenses to help students develop literacy skills. The EL Department has funded 0 and 7th period courses related to writing to assist students in meeting the district's reclassification criteria. English 3-D was offered at the middle school and high school specifically targeting Long Term English Learner students. The district offered a Journalism ELD course at the high school level for Long Term English Learners which is A-G approved as an elective. Advanced ELD and Academic Language Development (ALD) courses are A-G approved for 1 year of English. The district offers a Journalism After School Program for at-risk Long Term English learners at 13 Elementary sites. The 90-minute block provides targeted instruction for at-risk and long-term English learners by providing a differentiated blended learning model. In order to provide targeted and differentiated instruction for Long Term English learners, the district plans on replicating the blended learning model at all secondary schools.

The English Learner Services Department continues to provide professional development on World Language curriculum at both the middle and high school levels. The district offers World Language pathways which allow students to obtain high school and college credit for Spanish courses taken at

the middle school level. In addition, students will be given the opportunity to take AP Spanish courses at the high school level. The district will continue to provide training on the on-line component of the World Language curriculum. A blended learning approach to teaching World Language will continue to be a professional development focus in the upcoming year.

The English Learner Services Department conducts monthly District English Language Advisory Council (DELAC) meetings and has covered various topics pertinent to English Learner progress. In addition, the English Learner Services Department also monitors English Language Advisory Council (ELAC) meetings at the school sites. Parent modules related to English Learners are offered throughout various sites in the district.

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

Upon thorough analysis of the different metrics correlated with Goal 5, the Compton Unified School District has made steady increases in reclassification rates, language growth, and graduation rates. Reclassification rates have steadily increased by four percent (19% as of June 7, 2019; 1150 students), a significant percentage of English learners scored a level 3 and 4 on the English Proficiency Assessment of California (ELPAC).

Increases in these various metrics are attributed to the effectiveness of LCAP actions as it relates to ongoing professional development on the instructional implications of the ELPAC and GLAD strategies (Action 5.12) and implementation of research based strategies during Designated ELD (5.1). In addition, interventions for English learners which include Imagine Learning and Rosetta Stone (LTELs, Newcomers) contributed to the effectiveness of these actions which resulted in reclassification and ELPAC outcome data. In addition, after-school interventions consisting of the Journalism Program for at-risk LTELs and the ELPAC boot camp prepared students for the state ELD assessment. Graduation rates for the EL student group have demonstrated continued increases over the past years which is related to providing English learners with rigorous ELD A-G approved courses (Action 5.1 & Action 5.7). In addition, increased services for Newcomer students, particularly at the secondary level have contributed to higher graduation rates.

As a result of the growth made, the Compton Unified School District will continue to implement actions and services correlated to Goal 5 of the LCAP. Current data indicates that the district should continue with consistent implementation of services correlated to Goal 5.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

No significant changes have been made to Goal 5, to actions/services, or to the metrics. The metrics for Goal 5 are aligned to meet the requirements set forth by CDE and the implementation of the State Accountability Dashboard. However, some of the actions have been modified to expand services for this student group.

Action 5.5. has been modified to include world language programs for students at K-8 schools, not just in middle schools, and high schools. These programs will be offered to English Learners to expand their language abilities and support their individual communication abilities in a global society.

Action 5.8. continues focusing on materials & supplies. We will continue providing supplemental instructional materials and supplies (e.g., books, chart, etc.), equipment (e.g., computers, tape recorders, etc.) and computer-based programs to supplement the ELD program. However, the EL Department

will be more specific with the computer-based licenses that will be offered during the upcoming year: Imagine Learning for K-5 students and Rosetta Stone for 4th-12th grade Newcomers at the Elementary, Middle, and High School levels.

Action 5.11 still focuses on parent engagement. However, the feedback received from different stakeholders highlights the need to provide ongoing information to parents pertinent to the different instructional programs available for English Learners. This information will be disseminated in a variety of ways including, but not limited to, written media (pamphlets, brochures, etc...), social media, video tools, parent nights, etc... We will still continue providing ongoing parent workshops to assist parents of English learners in supporting the academic achievement of their children in acquiring English and content knowledge.

Finally, Action 5.12, which focuses on professional development, will be modified by developing a cohort of teachers to become coaches on district initiatives. The EL Department will still provide ongoing professional development to administrators and para-professionals to support English learners in acquiring the English language and in meeting the California State Content Standards.

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?

As part of the planning process for this LCAP/Annual Review and Analysis, the LEA consulted with multiple groups and committees. This year our district created the CUSD Task Force, which has been responsible to work on the LCAP and closely monitor its implementation. This LCAP Task Force has also been responsible to consult with numerous groups and district wide committees during the LCAP annual update and final revisions for the year. This task force is comprised of representatives from numerous departments, including Elementary and Secondary Education, Curriculum and Instruction, EL Department, Educational Technology, College and Career, CTE, Pupil Services (Trauma and Wellness, PBIS, and Foster Youth), Special Education, Human Resources, School Police, Business Services, and Facilities/Maintenance.

The CUSD LCAP Task Force conducted a total of nine presentations on the LCAP during the school year. These presentations were aimed to consult with multiple stakeholder groups such as Principals, Administrators, SELPA Administrators and other school personnel (February 27 and April 13), and multiple members of the school community such as parents, students, teachers, and union representatives (February 26 and April 23). Some of the presentations focused on the numerous district committees in our district including DELAC (February 21 and April 18), our African-American Parent Advisory Committee - APAC (April 18), and our District Advisory Committee -DAC (March 13 and May 1).

During the months of February and March we conducted a first round of LCAP presentations targeting the aforementioned stakeholder groups and committees. The LCAP Task Force explained the importance of the LCAP as the roadmap in our district, and emphasized the role of the different stakeholder groups in developing, reviewing, and supporting the implementation of the LCAP. The team also explained the alignment of the LCAP to the district allocated budget (LCFF). We also discussed the different sections on the LCAP document and its life cycle. The different stakeholder groups and committees had the opportunity to look at the LCAP goals and actions in the plan, the level of implementation for each of them, and we also reviewed multiple sources of data to show success or lack of. Feedback, suggestions and recommendations were provided in writing at each of these presentations/consultations, and these were carefully analyzed by the LCAP Task Force.

During the month of April, the LCAP Task Force conducted a second round of consultations. The LCAP draft was further discussed with the District English Learners Advisory Committee on April 18, and the parent District Advisory Committee (DAC) on May 1. We also took this as an opportunity to present an analysis of the feedback received during round one, the parent budget, and an analysis of the School Connected Survey results that parents, students, and staff completed this year. Additional input and recommendations were collected during the consultation process. The Superintendent responded in writing to both committees before the LCAP for 2019-2020 was approved by the CUSD Board of Trustees on June 12, 2019. The written response is available to the public on our CUSD website.

In addition to the multiple consultations conducted this school year, all school were also responsible to hold an LCAP stakeholders consultation session for members of their School Site Council, English Learner Advisory Committee, certificated and classified staff, and school community to review the LCAP annual update and the current goals, actions and services using district provided presentation materials. Following the presentations, participants were assigned to groups to review and make recommendations on goals, actions and services for the coming LCAP cycle.

Public Hearing & Adoption of LCAP and Budget: The public hearing for CUSD LCAP and Budget was held on May 22, 2019 at the district board room located at 500 S. Santa Fe Avenue, Compton. The LCAP and budget will be adopted by the Board of Trustee during their regular meeting scheduled for June 19, 2019.

Impact on LCAP and Annual Update

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

The feedback collected during the consultation process was synthesized by the Educational Services Team. In many instances, the recommendations that were offered were already included in the LCAP Actions. However, some of the recommendations received called for modifications to the existing actions:

Under Goal # 1 we plan to:

- Have our district K-12 Curriculum Specialists work under the guidance of Ed. Services. They will receive ongoing training and professional development (in reading and math), and they will work closely with students across the district providing Tier II and III interventions, while supporting and coaching teachers. (1.19)
- Expand services for GATE students, which may include enrichment opportunities after school, GATE recreation day, and a site-based annual celebration for newly identified students. (1.17)
- Start after-school and Saturday school interventions earlier in the school year (September), with a clear focus on our unduplicated students (1.15)
- Continue expanding our enrichment opportunities for our students in K-8 schools (art, music, computer science, photography, Spanish, etc...)
- Provide training to long-term substitutes on some of our core instructional practices and programs so that they can better meet the needs of our students (1.21)
- Continue building opportunities for training for parents, with an emphasis on technology and our online programs.

Under Goal # 2 we plan to:

- Provide ongoing training of campus security assistants (2.5)
- Work with schools to provide more physical fitness equipment (2.1)
- Revisit with staff safety drills and protocols (2.5)
- Continue working with our facilities and maintenance department to address school grounds as needed (2.2)

Under Goal # 3 we plan to:

- Add more Spanish course offerings in middle schools and K-8 schools (3.3)
- Invest more in providing support for students taking AP courses to increase pass rate (3.1 & 3.9)
- Expand CTE courses in such things as Auto Technology and Information Technology (IT) (3.4, 3.5, 3.7)
- Develop stronger monitoring systems for high schools students in community college courses (3.8, 3.9)
- Ensure failing students have more targeted support through systems we put in place with instruction and counseling (3.1, 3.2, 3.8, 3.9)
- Ensure appropriate support is provided for students with special needs to have access and be successful in CTE courses and pathways (3.1, 3.8, 3.11)
- Offer High School courses at the middle schools for credit (3.3)

Under Goal # 4 we plan to:

- Require all schools to implement with fidelity parent workshops and trainings to better assist their students in the education process and social-emotional growth (4.8)
- Organize a district-wide Parent Institute to provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential (4.8)
- Ensure communication platforms (i.e. Parent Square) are used with fidelity to increase communication district wide
- Ensure school sites maximize resources and implement programs such as PBIS, Link Crew, etc., to improve school culture, create a more

welcoming environment for all, increase parent involvement and to meet the needs of the whole child

- Increase our focus on addressing the social-emotional needs of students by continuing with LACOE training on PBIS, training with the International Institute of Restorative Practices, professional readings such as Help for Billy, or expanding the use of programs such as Move This World or Second Step. Our goal is to transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.
- Continue developing our Wellness Centers, expanding it to five more school sites (2 elementary Schools, 1 middle and 2 high schools) for a total of 9 in the CUSD. (4.4)
- Continue our efforts to improve student attendance and reduce chronic absenteeism by having an administrator oversee the Attendance Office and closely working with schools and families (4.1)
- Ensure parent and staff are trained in and implement and aeries grade book and parent portal (4.8)

Under Goal # 5 we plan to:

- Expand Spanish courses at the K-8 level to provide 8th grade students an opportunity to obtain high school credit, fulfill two years of World Language requirements, and access Advanced Placement courses (5.5)
- Provide professional development to a cohort of GLAD teachers. This cohort will become GLAD coaches and will provide demonstration lessons and coaching to teachers throughout the district (5.12)
- Provide Rosetta Stone licenses for 6th-8th grade Newcomer students and parents at K-8 schools (5.2)
- Create a video (and other media resources) on instructional programs for English learners and reclassification criteria to be shown at time of enrollment (5.11)

When reviewing the **Goals, Actions, and Services** section of the LCAP, please notice that some of the actions have been changed to "Modified" in order to capture the increase or improved services provided under that particular action. However, as we explained above, the true nature of the actions remain the same.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)
Unchanged Goal
Goal 1
Goal 1: All students will meet or exceed state academic standards that will prepare them to compete in the global society.
State and/or Local Priorities Addressed by this goal:
State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities:
Identified Need:
Under Goal # 1 we have identified English Language Arts (YELLOW), and Mathematics (YELLOW) as the areas of greatest need for the upcoming school year. English Language Arts English Language Arts, specifically reading and writing, continue to be a challenge for our students as only 34.85% of the district show that they are currently meeting or exceeding state standards. This is a 3.4% increase over the previous year. The 2018 Dashboard also reflects this improvement in the area of ELA compared to the year before moving from ORANGE to YELLOW (7.3 points increase). However, this is still an area of great need, and there are some significant performance gaps that must be addressed. Our Foster Youth, for example, is RED (4.1 points decrease), while our Pacific Islanders are ORANGE with a decline of 13.4 points. Also ORANGE, but with 10.3 points increase, are our Students with Disabilities. Mathematics Mathematics also continue to be a challenge for our students as only 26.47% of the district show that they are currently meeting or exceeding state standards. This is a 1.8% increase over the previous year. Mathematics has been an area of focus instructionally for the last three years in CUSD, and as a result we see that the overall ranking of the district in grades 3-8 is YELLOW. However, our Foster Youth is still RED. African-American students are now ORANGE with an increase of 3.7 points (in 2017 they were RED). Other groups that remain orange are English Learners (2.1 point increase - maintain), Two or More Races (2.1 point increase - maintain), Pacific Islander (-2.1 point decrease -maintain), SWD (4.8 point increase), and White students (declined 15.3 points). Several large student groups are YELLOW, and they have shown significant increases. These include SED (4.7 point increase), Hispanic (5.5 point increase), and Homeless (9.2 point increase). The professional development efforts, curriculum development efforts, partnerships with UCI and CSUDH, Project RISE, use of i-Ready intervention

program, etc. (actions under Goal 1) will continue as progress is being demonstrated. Emphasis will be placed on refining the training on specific mathematical strands and monitoring progress through use of district-wide assessments (UCI and i-Ready diagnostic. Actions already in place). In addition, special attention will be placed on individual student fact fluency to allow for greater attention to critical thinking during the problem-solving process. Finally, the use of programs such as Next Gen Math will be a resource available to all our teachers in K-8 schools so that students have plenty of exposure to items that mirror the language, format, and rigor of the CAASPP (as reflected on modified Action 1.13)

History/ Social Science

To support teachers in implementing the new CA History-Social Studies Framework (HSSFW), we have partnered with the UCLA History-Geography Project (HGP). During the 2018-2019 school year, the UCLA HGP led our 6th-12th grade teachers through monthly professional development with the end goal of developing skill-based curriculum maps that reflect the instructional shift mandated by the HSSFW, including a focus on discipline-specific inquiry and literacy. In order to achieve this, teachers were first guided in better understanding the FAIR Act and HSSFW and engaging in collaborative conversation with other History-Social Studies teachers across the District that supported both vertical and horizontal articulation.

During the upcoming 2019-2020 school year, the UCLA HGP will lead 6th-12th grade History-Social Studies through the Lesson Study Cycle to support teachers in learning about disciplinary writing, analyzing student writing samples, reviewing the curriculum maps, and gathering and using data via formative assessments to inform instruction. This will keep teachers focused on implementing the inquiry-based and student literacy-focused curriculum maps (as reflected on modified Action 1.22).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Data Grades 3-8 & 11	<p>Baseline 2015-2016 data of <i>Exceeds & Meets Standards</i>:</p> <p>All - 29%: Grade 3 - 30%; Grade 4 - 33%; Grade 5 - 34%; Grade 6 - 33%; Grade 7 - 28%; Grade 8 - 26%; Grade 11 - 15%</p> <p>Currently overall district is at 46.3 points below a Level 3 and achieved an 18.3 points increase over the previous year.</p>	<p>Medium status of 5 points below Level 3 to 10 points above Level 3</p> <p>Increased change of 7 to less than 20 points over the previous year.</p>	<p>Medium status of 5 points below Level 3 to 10 points above Level 3</p> <p>Increased change of 7 to less than 20 points over the previous year.</p>	<p>Our goal is to become GREEN on the Dashboard.</p> <p>Medium Performance Level. -5 points to +9.9 points in current year.</p> <p>We would also need an increase from prior year by 3 to less than 15 points.</p>
CAASPP Mathematics Data Grades 3-8 & 11	<p>Baseline 2015-2016 data of <i>Exceeds & Meets Standards</i>:</p>	<p>Medium status of 5 points below Level 3 to 25 points below Level 3</p>	<p>Medium status of 5 points below Level 3 to 25 points below Level 3</p>	<p>Our goal is to become GREEN on the Dashboard.</p> <p>Medium Performance</p>

	<p>All - 20%: Grade 3 - 38%; Grade 4 - 27%; Grade 5 - 18%; Grade 6 - 33%; Grade 7 - 17%; Grade 8 - 17%; Grade 11 - 3%</p> <p>Currently overall district is at 73.5 points below a Level 3 and achieved an 15.2 points increase over the previous year.</p>	Increased change of 5 to less than 15 points or more over the previous year.	Increased change of 5 to less than 15 points or more over the previous year.	<p>Level. -25 to less than 0 points in current year.</p> <p>We would also need an increase from prior year by 3 to less than 15 points.</p>
California Science Test (CAST)	Develop a baseline proficiency rate on the new California Science Test (CAST).	Increase 5% over baseline proficiency rate on CAST.	Increase 5% the baseline year proficiency rate.	Increase 5% over 2018-2019 data proficiency rate on CAST.
Grade of D or F Rate	Current baseline data for Grade of D or F (2016-2017 Semester 1) overall is 21.30%. 14.70% at the middle school level (2016-2017 Trimester 1 & 2) and 26.80% at the high school level (2016-2017 Semester 1).	Decrease Grade of D or F rate overall to 20% for district and high school. Maintain between 10% & 15% maximum at middle school level.	Decrease Grade of D or F rate overall to 15% for district and high school. Maintain between 10% & 15% maximum at middle school level.	Decrease Grade of D or F rate overall to less than 15% for district, middle school and high school.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.1 Assessment: Provide a district-wide system of student academic assessment and monitoring to ensure improved student achievement in academic content areas (e.g., data warehouse tool, district benchmarks, etc.)		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$125,000 (repeat expenditure)	\$627,028 (repeat expenditure)	\$344,307 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.2 funds support	5000-5999 Services and Other Operating Expenses; Action 1.2 funds support	5000-5999 Services and Other Operating Expenses; Action 1.2 funds support

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.2 Curriculum & Instruction: Provide instructional support documents and assessments to monitor instruction and student achievement (e.g., curriculum guides, district benchmarks, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,608,969	\$1,689,417	\$1,689,417
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$73,944	\$77,642	\$77,642
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$357,632	\$375,513	\$513,596
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$234,526	\$717,729	\$579,646
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$125,000	\$627,028	\$627,028
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$403,227 (repeat expenditure)	\$423,388 (repeat expenditure)	\$423,388 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support
Amount	\$111,593 (repeat expenditure)	\$117,173 (repeat expenditure)	\$117,173 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 funds support
Amount	\$115,898 (repeat expenditure)	\$121,693 (repeat expenditure)	\$157,114 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support
Amount	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)	\$230,776 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support
Amount	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)	\$279,158 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
1.3 Curriculum & Instruction: Provide students with additional enrichment opportunities, outside of the regular classroom instruction, related to Visual & Performing Arts and Media curriculum and instructional activities by appropriately trained staff.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$577,863	\$2,569,882	\$2,135,281
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$120,947	\$126,994	\$613,352
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$110,000	\$110,000	\$110,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$50,000	\$50,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.4 Curriculum & Instruction: Provide students opportunities to participate in STEM related activities and curriculum in programs offered before, during, and after school (e.g., MESA, Project Lead the Way (PLTW), robotics, etc.)		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000,000	\$1,000,000	\$1,000,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$989,084 (repeat expenditure)	\$1,038,539 (repeat expenditure)	\$1,038,539 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.6 funds support	1000-1999 Certificated Salaries; Action 1.6 funds support	1000-1999 Certificated Salaries; Action 1.6 funds support
Amount	\$178,680 (repeat expenditure)	\$187,614 (repeat expenditure)	\$294,584 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.6 funds support	3000-3999 Employee Benefits; Action 1.6 funds support	3000-3999 Employee Benefits; Action 1.6 funds support
Amount	\$332,000 (repeat expenditure)	\$332,000 (repeat expenditure)	\$225,030 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support
Amount	\$100,000 (repeat expenditure)	\$100,000 (repeat expenditure)	\$100,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.6 funds support	5000-5999 Services and Other Operating Expenses; Action 1.6 funds support	5000-5999 Services and Other Operating Expenses; Action 1.6 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support

Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

Action 5

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
1.5 Curriculum and Instruction: Provide students with additional support staff and materials to enrich and extend the State required physical education programs and services provided by their regular classroom teachers.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$698,810 (repeat expenditure)	\$733,751 (repeat expenditure)	\$733,751 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.3 funds support	1000-1999 Certificated Salaries; Action 1.3 funds support	1000-1999 Certificated Salaries; Action 1.3 funds support
Amount	\$120,947 (repeat expenditure)	\$126,994 (repeat expenditure)	\$213,265 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.3 funds support	3000-3999 Employee Benefits; Action 1.3 funds support	3000-3999 Employee Benefits; Action 1.3 funds support
Amount	\$110,000 (repeat expenditure)	\$110,000 (repeat expenditure)	\$23,729 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.3 funds support	4000-4999 Books and Supplies; Action 1.3 funds support	4000-4999 Books and Supplies; Action 1.3 funds support
Amount	\$50,000 (repeat expenditure)	\$50,000 (repeat expenditure)	\$50,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.3 funds support	5000-5999 Services and Other Operating Expenses; Action 1.3 funds support	5000-5999 Services and Other Operating Expenses; Action 1.3 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
1.6 Educational Technology: Provide centralized EdTech staff (administrator & classified) to support implementation of 21st Century Learning Skills for unduplicated students to have improved access to classroom instructional strategies aligned to preparing them for higher education and future careers.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$817,898	\$858,793	\$858,793
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$26,547	\$27,874	\$27,874
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$178,680	\$187,614	\$257,710
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$332,000	\$324,841	\$254,745
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$100,000	\$133,863	\$133,863
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$3,372,642 (repeat expenditure)	\$3,372,642 (repeat expenditure)	\$3,372,642 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$705,894 (repeat expenditure)	\$705,894 (repeat expenditure)	\$705,894 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
------------------	---	---	---

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
<p>1.7 Educational Technology: Provide support to all staff and students through use of District EdTech Specialists, site EdTech support staff, and professional development activities to allow full implementation of 21st Century Learning Skills related to technology to support unduplicated student groups to have improved access to classroom instructional strategies aligned to preparing them for higher education and future careers.</p>		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$989,084 (repeat expenditure)	\$1,038,539 (repeat expenditure)	\$1,038,539 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.6 funds support	1000-1999 Certificated Salaries; Action 1.6 funds support	1000-1999 Certificated Salaries; Action 1.6 funds support
Amount	\$34,041 (repeat expenditure)	\$35,743 (repeat expenditure)	\$35,743 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.6 funds support	2000-2999 Classified Salaries; Action 1.6 funds support	2000-2999 Classified Salaries; Action 1.6 funds support
Amount	\$178,680 (repeat expenditure)	\$187,614 (repeat expenditure)	\$312,240 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Action 1.6 funds support	3000-3999 Employee Benefits; Action 1.6 funds support	3000-3999 Employee Benefits; Action 1.6 funds support
Amount	\$332,000 (repeat expenditure)	\$332,000 (repeat expenditure)	\$200,215 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Modified Action
1.8 Educational Technology: Provide materials and resources needed to implement 21st Century Learning activities within classrooms for unduplicated students to have improved access aligned to preparing them for higher education and future careers..		Educational Technology: Provide materials, 21st century learning spaces and equipment, and resources needed to implement 21st Century Learning activities within classrooms for unduplicated students to have improved access aligned to preparing them for higher education and future careers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$989,084 (repeat expenditure)	\$1,038,539 (repeat expenditure)	\$1,038,539 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.6 funds support	1000-1999 Certificated Salaries; Action 1.6 funds support	1000-1999 Certificated Salaries; Action 1.6 funds support
Amount	\$34,041 (repeat expenditure)	\$35,743 (repeat expenditure)	\$35,743 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.6 funds support	2000-2999 Classified Salaries; Action 1.6 funds support	2000-2999 Classified Salaries; Action 1.6 funds support
Amount	\$178,680 (repeat expenditure)	\$187,614 (repeat expenditure)	\$312,240 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.6 funds support	3000-3999 Employee Benefits; Action 1.6 funds support	3000-3999 Employee Benefits; Action 1.6 funds support
Amount	\$332,000 (repeat expenditure)	\$332,000 (repeat expenditure)	\$200,215 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support
Amount	\$100,000 (repeat expenditure)	\$100,000 (repeat expenditure)	\$100,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.6 funds support	5000-5999 Services and Other Operating Expenses; Action 1.6 funds support	5000-5999 Services and Other Operating Expenses; Action 1.6 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

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)

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)

Foster Youth

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.9 Foster Youth/McKinney Vento: Maintain a system of monitoring academic and social emotional success as well as providing additional support services for Foster and Homeless youth to improve academic success.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$950,114 (repeat expenditure)	\$997,620 (repeat expenditure)	\$915,617 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support
Amount	\$96,632 (repeat expenditure)	\$101,464 (repeat expenditure)	\$101,464 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support
Amount	\$295,507 (repeat expenditure)	\$237,446 (repeat expenditure)	\$319,449 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support

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)

Location(s):

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

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)

Foster Youth

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.10 Foster Youth/McKinney Vento: Provide a Foster Youth Liaison and support staff to monitor and provide support services to Foster and Homeless Youth.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$950,114 (repeat expenditure)	\$997,620 (repeat expenditure)	\$915,617 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support
Amount	\$96,632 (repeat expenditure)	\$101,464 (repeat expenditure)	\$101,464 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support
Amount	\$295,507 (repeat expenditure)	\$237,446 (repeat expenditure)	\$319,449 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support

Action 11

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
1.11 Grade Span Reduction (GSR): Provide reduced class sizes in grades TK-3 (K-1 25:1 & Grades 2-3 26:1 vs. CBA of 30:1) as allowable through funding and State Education Code.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$5,416,578	\$5,953,542	\$5,893,555
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,300,043	\$1,130,410	\$1,730,397
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.12 Intervention & Enrichment: Provide ELA tutors (Project REACH) for grades TK-2 & 9-12 to improve literacy skills.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$1,000,000	\$1,000,000	\$1,000,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.13 Intervention & Enrichment: Provide a variety of computer-based programs to provide support for academic success in ELA and Math.		Intervention & Enrichment: Provide a variety of computer-based programs (e.g. i-Ready, Dreambox, NextGen Math, My SBAC Coach & Step Up to Writing for K-12 amongst others) to provide support for academic success in ELA and Math).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$332,000 (repeat expenditure)	\$332,000 (repeat expenditure)	\$332,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support	4000-4999 Books and Supplies; Action 1.6 funds support

Action 14

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.14 Intervention & Enrichment: Provide extended learning through additional instructional days and/or additional instructional minutes.		Intervention & Enrichment: Provide extended learning through additional instructional days and/or additional instructional minutes. All schools in Compton Unified School District will provide one hundred and eighty-three day school year and additional instructional minutes by extending 18 Wednesdays to full instructional days versus minimum days and lengthening each school day.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,734,806	\$5,211,207	\$4,787,276
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,471,229	\$1,090,706	\$1,514,637
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.15 Intervention & Enrichment: Provide before and/or after school programs, summer learning programs and Saturday School programs to support student academic achievement.		Intervention & Enrichment: Provide early before and/or after school interventions and enrichment programs, summer learning programs, and Saturday School programs to support student academic achievement with a clear focus on unduplicated students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,976,175	\$2,170,677	\$2,377,142
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$523,825	\$454,323	\$787,858
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.16 Intervention & Enrichment (ASES): Provide after school learning support and enrichment through the After School Enrichment and Safety program.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$287,047	\$287,047	\$287,047
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	1000-1999 Certificated Salaries; ASES Grant Funds	1000-1999 Certificated Salaries; ASES Grant Funds	1000-1999 Certificated Salaries; ASES Grant Funds
Amount	\$1,904,380	\$1,904,380	\$1,537,072
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	2000-2999 Classified Salaries; ASES Grant Funds	2000-2999 Classified Salaries; ASES Grant Funds	2000-2999 Classified Salaries; ASES Grant Funds
Amount	\$269,630	\$269,630	\$636,938
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	3000-3999 Employee Benefits; ASES Grant Funds	3000-3999 Employee Benefits; ASES Grant Funds	3000-3999 Employee Benefits; ASES Grant Funds
Amount	\$100,000	\$100,000	\$100,000
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	4000-4999 Books and Supplies; ASES Grant Funds	4000-4999 Books and Supplies; ASES Grant Funds	4000-4999 Books and Supplies; ASES Grant Funds
Amount	\$435,231	\$435,231	\$435,231
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	5000-5999 Services and Other Operating Expenses; ASES Grant Funds	5000-5999 Services and Other Operating Expenses; ASES Grant Funds	5000-5999 Services and Other Operating Expenses; ASES Grant Funds
Amount	\$149,814	\$149,814	\$149,814
Source	After School Education & Safety	After School Education & Safety	After School Education & Safety
Budget Reference	7000-7499 Other; ASES Grant Funds	7000-7499 Other	7000-7499 Other; ASES Grant Funds

Action 17

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.17 Intervention & Enrichment (GATE): Provide programs and services for students that extend learning, accelerate learning and meet the needs of Gifted students.		Interventions and Enrichment (GATE). Provide programs and services for students that extend learning, accelerate learning, and meet the needs of Gifted students. Expand enrichment opportunities after school, include a GATE recreation day, and add a site-based annual celebration for newly identified students. Action 1.17 will be modified to increase services for our GATE students. All school sites will be requested to provide an extension program after school or on Saturdays for our gifted students.

In addition, the feedback received from multiple stakeholders indicated that, as a district, we should incorporate a GATE recreation day, and we will add a site-based annual celebration for newly identified students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,945,726 (repeat expenditure)	\$2,043,012 (repeat expenditure)	\$1,806,724 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support
Amount	\$357,632 (repeat expenditure)	\$357,513 (repeat expenditure)	\$593,801 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.18 Intervention & Enrichment (Early Ed): Provide pre-school opportunities for students who meet State and Federal guidelines for services.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
--	---------	---------	---------

Amount	\$1,027,871	\$1,027,871	\$1,157,425
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Pre-school funds	1000-1999 Certificated Salaries; Pre-school funds	1000-1999 Certificated Salaries; Pre-school funds
Amount	\$649,289	\$649,289	\$649,289
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries; Pre-school funds	2000-2999 Classified Salaries; Pre-school funds	2000-2999 Classified Salaries; Pre-school funds
Amount	\$617,021	\$617,021	\$487,467
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Pre-school funds	3000-3999 Employee Benefits; Pre-school funds	3000-3999 Employee Benefits; Pre-school funds
Amount	\$0	\$0	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Pre-school funds	4000-4999 Books and Supplies; Pre-school funds	4000-4999 Books and Supplies; Pre-school funds
Amount	\$0	\$0	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Pre-school funds	5000-5999 Services and Other Operating Expenses; Pre-school funds	5000-5999 Services and Other Operating Expenses; Pre-school funds
Amount	\$144,678	\$144,678	\$144,678
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	7000-7499 Other; Pre-school funds	7000-7499 Other; Pre-school funds	7000-7499 Other; Pre-school funds

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.19 Interventions & Enrichment: Provide staff for instructional enrichment and intervention support services K-12.		Interventions & Enrichment: Provide staff for instructional enrichment and intervention support services K-12. For the upcoming 2019-2020 school year, we will continue with the ELA, EL, and Math Specialists positions. However, these Curriculum Specialists will be coordinated directly by Educational Services, they will receive intensive professional development, and they will be deployed to the sites for targeted interventions and ongoing coaching and professional development with

teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,651,713	\$2,825,645	\$2,595,778
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$555,003	\$591,407	\$821,274
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$3,372,642 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
---------------------	--	--	--

Action 20

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.20 Materials & Supplies: Provide students and staff with supplemental materials, supplies, and services to enhance the core instructional program and improve student achievement.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$1,945,726 (repeat expenditure)	\$2,043,012 (repeat expenditure)	\$1,806,724 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support
Amount	\$357,632 (repeat expenditure)	\$357,513 (repeat expenditure)	\$593,801 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support
Amount	\$234,526 (repeat expenditure)	\$234,526 (repeat expenditure)	\$234,526 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Action 1.2 funds support	4000-4999 Books and Supplies; Action 1.2 funds support	4000-4999 Books and Supplies; Action 1.2 funds support
Amount	\$403,227 (repeat expenditure)	\$512,003 (repeat expenditure)	\$512,003 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support
Amount	\$111,593 (repeat expenditure)	\$150,251 (repeat expenditure)	\$150,251 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 funds support
Amount	\$115,898 (repeat expenditure)	\$149,579 (repeat expenditure)	\$149,579 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support
Amount	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support
Amount	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support

Action 21

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.21 Professional Development: Provide staff opportunities for professional learning, analysis of student data, maintaining highly qualified status, and meeting various State and Federal training requirements.		Professional Development: Provide staff, including our general education and special education teachers, instructional assistants, and long-term substitutes, with opportunities for professional learning, planning and collaboration, analysis of student data, maintaining highly qualified status, and meeting various State and Federal training requirements.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,349,077	\$1,349,077	\$1,696,607
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$739,639	\$739,639	\$392,109
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 22

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
1.22 Professional Development: Provide on-going, relevant professional development in the content areas that is aligned to the California Content Standards and 21st Century Skills. This PD should focus on mathematics and language arts content areas to improve student literacy in each area.		Professional Development: Provide ongoing, relevant professional development in the content areas that is aligned to the California Content Standards and 21st Century Skills. This PD will focus on mathematics, English Language Arts, and K-12 writing with My SBAC Coach/Step Up to Writing, to improve student literacy in each area. It will also include other areas of the curriculum such as the History/Social Science Framework, or the Next Generation Science Standards (NGSS).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,945,726 (repeat expenditure)	\$2,043,012 (repeat expenditure)	\$1,806,724 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support
Amount	\$357,632 (repeat expenditure)	\$357,513 (repeat expenditure)	\$593,801 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support
Amount	\$234,526 (repeat expenditure)	\$234,526 (repeat expenditure)	\$234,526 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.2 funds support	4000-4999 Books and Supplies; Action 1.2 funds support	4000-4999 Books and Supplies; Action 1.2 funds support
Amount	\$403,227 (repeat expenditure)	\$512,003 (repeat expenditure)	\$512,003 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support
Amount	\$111,593 (repeat expenditure)	\$150,251 (repeat expenditure)	\$150,251 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 funds support
Amount	\$115,898 (repeat expenditure)	\$149,579 (repeat expenditure)	\$149,579 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support
Amount	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support
Amount	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support
Amount	\$3,372,642 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$1,156,765	\$1,156,765	\$1,156,765
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
------------------	---------------------------------	---------------------------------	---------------------------------

Action 23

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.23 Professional Development: Provide Specialists (District & Site) to train, coach, and develop curricular resources for classroom use.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$3,372,642 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$1,945,726 (repeat expenditure)	\$2,043,012 (repeat expenditure)	\$2,043,012 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support	1000-1999 Certificated Salaries; Action 1.2 funds support
Amount	\$357,632 (repeat expenditure)	\$357,513 (repeat expenditure)	\$357,513 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support	3000-3999 Employee Benefits; Action 1.2 funds support
Amount	\$403,227 (repeat expenditure)	\$512,003 (repeat expenditure)	\$512,675 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support	1000-1999 Certificated Salaries; Action 3.2 funds support
Amount	\$115,898 (repeat expenditure)	\$149,579 (repeat expenditure)	\$149,009 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support	3000-3999 Employee Benefits; Action 3.2 funds support

Action 24

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.24 Professional Development (TIPS/PAR): Provide training and mentoring support for new teachers (TIPS) and struggling teachers (PAR).		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$211,737	\$222,324	\$204,238
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$44,317	\$46,532	\$64,618
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 25

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.25 Professional Development: Provide teachers with training in cultural proficiency to address the specific learning needs of CUSD student populations.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support

Action 26

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
1.26 School Site Funding: Provide individual school sites with supplemental and concentration funding to support additional services, activities, materials, etc. that are inline with District LCAP Goals and Actions. The specific actions supported by these funds are noted as duplicates throughout the document.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,372,642	\$6,347,898	\$6,347,898
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$702,998	\$1,362,320	\$1,704,972
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$705,894	\$2,104,032	\$2,340,567
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$3,189,805	\$3,588,796	\$7,434,255
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$4,308,453	\$2,172,308	\$2,172,308
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$2,533,237	\$2,533,237	\$2,533,237
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,061,523	\$1,061,523	\$1,061,523
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$944,137	\$944,137	\$1,044,817
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$797,110	\$797,110	\$797,110
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$777,482	\$777,482	\$676,802
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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

Unchanged Goal

Goal 2

Goal 2:

All staff and community partners will collaborate to ensure all necessary materials, equipment and supports are provided to students within a safe and well-maintained learning environment.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

Under Goal #2 we have identified the following needs:

Security and Safety

A review of the data gathered through the school connectedness surveys and from the written suggestion sheets gathered following each of the school site presentations to parents/community/staff suggests that we continue to work in the area of the community perception that CUSD schools are safe and bullying is not tolerated within the district.

While student discipline data reveals that schools are safe, incidents of bullying are down, and suspension rates are an all-time low (2% suspended at least one), comments within these surveys show a belief that it needs to be addressed. Parent surveys indicate that improvement has been made over time; 87% of the parents indicate that school rules and consequences (positive and negative) are enforced for all students. However, only 62% of the staff and 62% of the students believe that. Equally, only 56% of the staff and 42% of the students believe that students listen to adults and follow directions at the school. Even more alarming is the fact that only 41% of the students who took the survey believe that our scholars care about one another, treat each other with respect, and get along well with one another.

Working with students on social skills with peers is a need in addition to the anti-bullying and kindness campaigns implemented this year. As we plan for the upcoming school year, we will continue with the district wide implementation of PBIS, character education, anti-bullying, and restorative justice to provide a safe, positive and secure learning environment for students, staff, and the school community (actions already in place).

Maintenance and Facilities

From July 1 through April, we have counted a total of 23 uniform complaints regarding maintenance and facilities. This average to less than one uniform complaint per site regarding this matter. 78% of the parents believe that school buildings and grounds are well-maintained and updated appropriately. However, surveys completed by staff and students indicate that school cleanliness is an area of opportunity for CUSD. Only 54% of the staff and 41% of the schools agree with the good maintenance of the schools. The maintenance and facilities departments are aware of the concern and are developing monitoring processes to better address the concern.

Special Education Program

Our Special Education Program has been included under Goal #2. SPED students are performing below "All Students" in several other state indicators

including Graduation Rates, Chronic Absenteeism, College and Career, English Language Arts, and Mathematics. CUSD was identified for differentiated assistance in the area of Special Education during 2017-2018 and underwent a LACOE review of its programs and services to address its greatest needs. In collaboration with LACOE, CUSD was encouraged to continue consistent implementation of the Performance Indicator Review (PIR) plan across all schools to meet the goals for students with disabilities, to continue the implementation and development of a system-wide systematic approach to instruction and professional development that is standards-based and supported by research, and to emphasize/regularly monitor the College and Career Readiness indicators.

This year we have been working very closely with the California Department of Education. They have visited us on several occasions, and they continue providing guidance and support in order to carry out our plan of action for Special Education. As we plan for the upcoming year, we plan to continue with some of the initiatives already in place while making some adjustments to our program including: early interventions (modified action 1.15); ongoing professional development; building 21st century learning spaces that promote collaboration, communication, creativity, and critical thinking (modified action 1.8); ensuring equitable access to courses (i.e. all courses are A-G, access to CTE and electives); and block schedule with 7th period (Dominguez High School pilot) (modified action 3).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Textbook Compliance	Provide students with all core adopted, State approved textbooks for all courses to meet the William's Compliance regulation. William's Compliant Authorization from LACOE 2016-2017: 100%	Maintain William's Compliant Authorization from LACOE - 100%	Maintain William's Compliant Authorization from LACOE - 100%	Maintain William's Compliant Authorization from LACOE - 100%
Basic Facilities Compliance	Maintain 100% of facilities in Good repair as indicated by a range of 90% or higher on the facilities inspection tool to meet safety and accountability standards as measured by the William's Compliance regulations. 27 submissions of William's Complaints	Maintain the William's Compliance rating of 90% or higher for each school. Decrease William's Facilities complaints to less than 20.	Maintain the William's Compliance rating of 90% or higher for each school. Decrease William's Facilities complaints to less than 15.	Maintain the William's Compliance rating of 90% or higher for each school. Decrease William's Facilities complaints to less than 10.

	related to facilities were received in 2015-2016.			
Basic Teacher Assignments	<p>Provide appropriately assigned, fully credentialed teachers to sites</p> <p>2016-2017 Baseline data:</p> <p>Fully credentialed teachers = 96.7%</p> <p>Appropriately assigned teachers = 66.79%</p>	<p>Fully credentialed teachers = 98%</p> <p>Appropriately assigned teachers = 73.7%</p>	<p>Fully credentialed teachers = 100%</p> <p>Appropriately assigned teachers = 100%</p>	<p>Fully credentialed teachers = 100%</p> <p>Appropriately assigned teachers = 100%</p>
Suspension rates	Current suspension rate available (2015-2016): 2.4%	Maintain or Decrease suspension rate by 0.5% or more over baseline data.	Decrease suspension rate to 2%.	Maintain suspension rate at 2% or less.
Expulsion rate	Maintain low rate of expulsions as current data (2015-2016) shows 0% (5 expulsions total).	Maintain low rate of expulsions at less than 1% overall.	Maintain low rate of expulsions at less than 1% overall.	Maintain low rate of expulsions at less than 1% overall.
Local School Connectedness/Climate Survey	2015-2016 District School Connectedness Survey results: 51.4% agree/strongly agree & 18.9% are undecided "that school is a safe place where bullying/disrespect are addressed"; 76% agree/strongly agree with adults work hard to ensure a safe/supportive environment; 75.3% agree/strongly agree that rules/consequences are clearly communicated	Increase the percentage of agree/strongly agree by 5% in each area over the baseline data.	Increase the percentage of agree/strongly agree by 3% in each area over the 2017-2018 data.	Increase the percentage of agree/strongly agree by 2% in each area over the 2018-2019 data.

<p>Implementation of Academic Standards</p>	<p>Baseline data (2016-2017) for Academic Standards & Curriculum Frameworks Reflection Tool indicate the following percentage for Full Implementation (4) or Full Implementation/ Sustainability (5):</p> <p>Q1 - 74% for ELA; 58% for ELD; 71% for Math; 6% for NGSS (35% for Initial implementation); 24% for History/SS.</p> <p>Q2 - 63% for ELA: 47% for ELD; 73% for Math; 7% for NGSS (28% for Initial Implementation); 24% for History/SS</p> <p>Q3- 61% for ELA: 59% for ELD; 62% for Math; 9% for NGSS (24% for Initial Implementation); 28% for History/SS</p> <p>Q4- 43% for CTE; 34% for Health; 47% for PE; 43% for VAPA; 54% for World Language</p> <p>Q5- 73% for ID of PD needs whole group; 52% for ID of PD needs for individual; 53% for support individual on standards not met</p>	<p>Move ratings for each question on the Academic Standards & Frameworks Reflection Tool to a majority score (90%) of a 4 or 5 in each area for each question.</p>	<p>Move ratings for each question on the Academic Standards & Frameworks Reflection Tool to a majority score (90%) of a 4 or 5 in each area for each question.</p>	<p>Move ratings for each question on the Academic Standards & Frameworks Reflection Tool to a majority score (90%) of a 4 or 5 in each area for each question.</p>
---	--	--	--	--

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.1 Core Services: Provide core instructional programs and services to meet the goals of the District, the regulations outlined by CUSD Board Policy and California Education Code.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$59,528,947	\$61,685,627	\$58,118,565
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers:Base/K-3/EPA	1000-1999 Certificated Salaries; Teachers:Base/K-3/EPA	1000-1999 Certificated Salaries; Teachers:Base/K-3/EPA
Amount	\$8,405,846	\$8,336,343	\$7,201,207
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Site Administrators	1000-1999 Certificated Salaries; Site Administrators	1000-1999 Certificated Salaries; Site Administrators
Amount	-\$3,923,266	\$8,085,360	\$11,910,611
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; School Site	2000-2999 Classified Salaries; School Site	2000-2999 Classified Salaries; School Site
Amount	\$25,860,784	\$18,199,508	\$26,996,039
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Base/K-3/EPA	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Base/K-3/EPA
Amount	-\$649,526	\$2,434,027	\$6,904,230
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$205,397	\$512,502	\$140,324
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; TIIG - School Site	2000-2999 Classified Salaries; TIIG - School Site	2000-2999 Classified Salaries; TIIG - School Site

Amount	\$72,014	\$278,903	\$49,774
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; TIIG - School Site	3000-3999 Employee Benefits; TIIG - Shool Site	3000-3999 Employee Benefits; TIIG - Shool Site
Amount	\$0	\$0	\$0
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	1000-1999 Certificated Salaries; WME Foundation & Project Lead the Way	1000-1999 Certificated Salaries; WME Foundation & Project Lead the Way	1000-1999 Certificated Salaries; WME Foundation & Project Lead the Way
Amount	\$29,980	\$23,729	\$23,729
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	2000-2999 Classified Salaries; WME Foundation & Project Lead the Way	2000-2999 Classified Salaries; WME Foundation & Project Lead the Way	2000-2999 Classified Salaries; WME Foundation & Project Lead the Way
Amount	\$1,541	\$1,171	\$1,171
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	3000-3999 Employee Benefits; WME Foundation & Project Lead the Way	3000-3999 Employee Benefits; WME Foundation & Project Lead the Way	3000-3999 Employee Benefits; WME Foundation & Project Lead the Way
Amount	\$1,844,151	\$1,960,836	\$1,590,867
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Fiscal Services Dept.	2000-2999 Classified Salaries; Fiscal Serices Dept.	2000-2999 Classified Salaries; Fiscal Services Dept.
Amount	\$726,620	\$642,481	\$784,272
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Fiscal Services Dept.	3000-3999 Employee Benefits; Fiscal Services Dept.	3000-3999 Employee Benefits; Fiscal Services Dept.
Amount	\$34,100	\$39,778	\$46,815
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Fiscal Services Dept.	4000-4999 Books and Supplies; Fiscal Services Dept.	4000-4999 Books and Supplies; Fiscal Services Dept.
Amount	\$19,400	\$207,460	\$64,424
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Fiscal Services Dept.	5000-5999 Services and Other Operating Expenses; Fiscal Services Dept.	5000-5999 Services and Other Operating Expenses; Fiscal Services Dept.
Amount	\$57,276	\$44,908	\$56,736
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Office of Communication	2000-2999 Classified Salaries; Office of Communication	2000-2999 Classified Salaries; Office of Communication
Amount	\$30,245	\$24,203	\$17,781
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Office of Communication	3000-3999 Employee Benefits; Office of Communication	3000-3999 Employee Benefits; Office of Communication
Amount	\$27,137	\$22,575	\$27,768
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Office of Communication	4000-4999 Books and Supplies; Office of Communication	4000-4999 Books and Supplies; Office of Communication
Amount	\$68,115	\$70,840	\$3,150
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Board of Education	2000-2999 Classified Salaries; Board of Education	2000-2999 Classified Salaries; Board of Education
Amount	\$17,731	\$18,079	\$1,014
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Board of Education	3000-3999 Employee Benefits; Board of Education	3000-3999 Employee Benefits; Board of Education

Amount	\$11,670	\$13,082	\$13,551
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Board of Education	4000-4999 Books and Supplies; Board of Education	4000-4999 Books and Supplies; Board of Education
Amount	\$294,126	\$93,972	\$91,428
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Mechanic Shop	2000-2999 Classified Salaries; Mechanic Shop	2000-2999 Classified Salaries; Mechanic Shop
Amount	\$82,929	\$36,581	\$27,932
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Mechanic Shop	3000-3999 Employee Benefits; Mechanic Shop	3000-3999 Employee Benefits; Mechanic Shop
Amount	\$330,537	\$330,331	\$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Mechanic Shop	4000-4999 Books and Supplies; Mechanic Shop	4000-4999 Books and Supplies; Mechanic Shop
Amount	\$34,500	\$145,127	\$73,035
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Mechanic Shop	5000-5999 Services and Other Operating Expenses; Mechanic Shop	5000-5999 Services and Other Operating Expenses; Mechanic Shop
Amount	\$160,370	\$154,284	\$160,609
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Channel 26 TV Production	2000-2999 Classified Salaries; Channel 26 TV Production	2000-2999 Classified Salaries; Channel 26 TV Production
Amount	\$63,340	\$65,590	\$39,245

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Channel 26 TV Production	3000-3999 Employee Benefits; Channel 26 TV Production	3000-3999 Employee Benefits; Channel 26 TV Production
Amount	\$77,319	\$97,993	\$95,277
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Risk Management	2000-2999 Classified Salaries; Risk Management	2000-2999 Classified Salaries; Risk Management
Amount	\$30,504	\$31,139	\$23,423
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Risk Management	3000-3999 Employee Benefits; Risk Management	3000-3999 Employee Benefits; Risk Management
Amount	\$1,100	\$1,233	\$1,665
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Risk Management	4000-4999 Books and Supplies; Risk Management	4000-4999 Books and Supplies; Risk Management
Amount	\$213,596	\$553,118	\$745,778
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Risk Management	5000-5999 Services and Other Operating Expenses; Risk Management	5000-5999 Services and Other Operating Expenses; Risk Management
Amount	\$169,968	\$194,143	\$171,660
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Research & Evaluation Dept.	2000-2999 Classified Salaries; Research & Evaluation Dept.	2000-2999 Classified Salaries; Research & Evaluation Dept.
Amount	\$71,043	\$88,484	\$48,373
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Research & Evaluation Dept.	3000-3999 Employee Benefits; Research & Evaluation Dept.	3000-3999 Employee Benefits; Research & Evaluation Dept.
Amount	\$5,000	\$5,249	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Research & Evaluation Dept.	4000-4999 Books and Supplies; Research & Evaluation Dept.	4000-4999 Books and Supplies; Research & Evaluation Dept.
Amount	\$23,600	\$50,351	\$51,300
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Research & Evaluation Dept.	5000-5999 Services and Other Operating Expenses; Research & Evaluation Dept.	5000-5999 Services and Other Operating Expenses; Research & Evaluation Dept.
Amount	\$129,216	\$223,916	\$73,824
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Research & Evaluation - TIIG	1000-1999 Certificated Salaries; Research & Evaluation - TIIG	1000-1999 Certificated Salaries; Research & Evaluation - TIIG
Amount	\$34,037	\$49,347	\$11,711
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Research & Evaluation - TIIG	3000-3999 Employee Benefits; Research & Evaluation - TIIG	3000-3999 Employee Benefits; Research & Evaluation - TIIG
Amount	\$81,163	\$85,976	\$138,020
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Health Services Dept.	2000-2999 Classified Salaries; Health Services Dept.	2000-2999 Classified Salaries; Health Services Dept.
Amount	\$213,950	\$218,635	\$38,398
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Health Services Dept.	3000-3999 Employee Benefits; Health Services Dept.	3000-3999 Employee Benefits; Health Services Dept.

Amount	\$52,668	\$52,761	\$53,076
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Health Services - TIIG	2000-2999 Classified Salaries; Health Services - TIIG	2000-2999 Classified Salaries; Health Services - TIIG
Amount	\$23,170	\$24,555	\$15,088
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Health Services - TIIG	3000-3999 Employee Benefits; Health Service - TIIG	3000-3999 Employee Benefits; Health Service - TIIG
Amount	\$5,112	\$0	\$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries; Health Services - Medical Billing	2000-2999 Classified Salaries; Health Services - Medical Billing	2000-2999 Classified Salaries; Health Services - Medical Billing
Amount	\$12,217	\$0	\$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; Health Services - Medical Billing	3000-3999 Employee Benefits; Health Services - Medical Billing	3000-3999 Employee Benefits; Health Services - Medical Billing
Amount	\$87,171	\$38,269	\$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses; Health Services - Medical Billing	5000-5999 Services and Other Operating Expenses; Health Services - Medical Billing	5000-5999 Services and Other Operating Expenses; Health Services - Medical Billing
Amount	\$0	\$26,912	\$25,860
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	1000-1999 Certificated Salaries; Health Service - TUPE	1000-1999 Certificated Salaries; Health Service - TUPE	1000-1999 Certificated Salaries; Health Service - TUPE
Amount	\$3,395	\$0	\$0

Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	2000-2999 Classified Salaries; Health Services - TUPE	2000-2999 Classified Salaries; Health Services - TUPE	2000-2999 Classified Salaries; Health Services - TUPE
Amount	\$1,357	\$1,346	\$1,294
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	3000-3999 Employee Benefits; Health Services - TUPE	3000-3999 Employee Benefits; Health Services - TUPE	3000-3999 Employee Benefits; Health Services - TUPE
Amount	\$209,899	\$209,899	\$181,667
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Business Services	1000-1999 Certificated Salaries; Business Services	1000-1999 Certificated Salaries; Business Services
Amount	\$79,188	\$79,188	\$139,783
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Business Services	2000-2999 Classified Salaries; Business Services	2000-2999 Classified Salaries; Business Services
Amount	\$116,221	\$116,221	\$157,772
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Business Services	3000-3999 Employee Benefits; Business Services	3000-3999 Employee Benefits; Business Services
Amount	\$3,000	\$3,000	\$4,770
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Business Services	4000-4999 Books and Supplies; Business Services	4000-4999 Books and Supplies; Business Services
Amount	\$22,500	\$24,672	\$4,333
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating	5000-5999 Services and Other Operating	5000-5999 Services and Other Operating

	Expenses; Business Services	Expenses; Business Services	Expenses; Business Services
Amount	\$1,530,949	\$1,440,992	\$1,310,702
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; ITD	2000-2999 Classified Salaries; ITD	2000-2999 Classified Salaries; ITD
Amount	\$599,479	\$617,463	\$308,752
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; ITD	3000-3999 Employee Benefits; ITD	3000-3999 Employee Benefits; ITD
Amount	\$56,148	\$54,699	\$78,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; ITD	4000-4999 Books and Supplies; ITD	4000-4999 Books and Supplies; ITD
Amount	\$954,750	\$572,298	\$677,390
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; ITD	5000-5999 Services and Other Operating Expenses; ITD	5000-5999 Services and Other Operating Expenses; ITD
Amount	\$125,424	\$130,441	\$124,248
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; ITD - TIIG	2000-2999 Classified Salaries; ITD - TIIG	2000-2999 Classified Salaries; ITD - TIIG
Amount	\$53,702	\$58,471	\$16,253
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; ITD - TIIG	3000-3999 Employee Benefits; ITD - TIIG	3000-3999 Employee Benefits; ITD - TIIG

Amount	\$199,064	\$133,745	\$182,220
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	2000-2999 Classified Salaries; ITD - Surcharges	2000-2999 Classified Salaries; ITD - Surcharges	2000-2999 Classified Salaries; ITD - Surcharges
Amount	\$79,129	\$68,237	\$100,986
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	3000-3999 Employee Benefits; ITD - Surcharges	3000-3999 Employee Benefits; ITD - Surcharges	3000-3999 Employee Benefits; ITD - Surcharges
Amount	\$591,854	\$435,322	\$412,568
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Personnel Commission	2000-2999 Classified Salaries; Personnel Commission	2000-2999 Classified Salaries; Personnel Commission
Amount	\$182,248	\$175,703	\$182,358
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Personnel Commission	3000-3999 Employee Benefits; Personnel Commission	3000-3999 Employee Benefits; Personnel Commission
Amount	\$27,204	\$38,000	\$32,064
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Personnel Commission	4000-4999 Books and Supplies; Personnel Commission	4000-4999 Books and Supplies; Personnel Commission
Amount	\$57,681	\$109,742	\$131,777
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Personnel Commission	5000-5999 Services and Other Operating Expenses; Personnel Commission	5000-5999 Services and Other Operating Expenses; Personnel Commission
Amount	\$776,151	\$807,198	\$816,665

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Warehouse	2000-2999 Classified Salaries; Warehouse	2000-2999 Classified Salaries; Warehouse
Amount	\$295,186	\$327,114	\$217,542
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Warehouse	3000-3999 Employee Benefits; Warehouse	3000-3999 Employee Benefits; Warehouse
Amount	\$31,000	\$34,601	\$10,326
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Warehouse	4000-4999 Books and Supplies; Warehouse	4000-4999 Books and Supplies; Warehouse
Amount	\$23,130	\$363,314	\$492,881
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Warehouse	5000-5999 Services and Other Operating Expenses; Warehouse	5000-5999 Services and Other Operating Expenses; Warehouse
Amount	\$674,267	\$862,196	\$640,990
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Purchasing/Repro-graphics Dept.	2000-2999 Classified Salaries; Purchasing/Repro-graphics Dept.	2000-2999 Classified Salaries; Purchasing/Repro-graphics Dept.
Amount	\$246,786	\$322,796	\$161,032
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Purchasing/Repro-graphic Dept.	3000-3999 Employee Benefits; Purchasing/Repro-graphic Dept.	3000-3999 Employee Benefits; Purchasing/Repro-graphic Dept.
Amount	\$175,000	\$202,155	\$219,350
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Purchasing/Repro-graphic Dept.	4000-4999 Books and Supplies; Purchasing/Repro-graphic Dept.	4000-4999 Books and Supplies; Purchasing/Repro-graphic Dept.
Amount	-\$213,544	\$20,571	\$150,810
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Purchasing/Repro-graphic Dept.	5000-5999 Services and Other Operating Expenses; Purchasing/Repro-graphic Dept.	5000-5999 Services and Other Operating Expenses; Purchasing/Repro-graphic Dept.
Amount	\$189,000	\$189,000	\$273,432
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Education Services	1000-1999 Certificated Salaries; Education Services	1000-1999 Certificated Salaries; Education Services
Amount	\$114,569	\$114,569	\$129,354
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Education Services	2000-2999 Classified Salaries; Education Services	2000-2999 Classified Salaries; Education Services
Amount	\$121,521	\$121,521	\$81,316
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Education Services	3000-3999 Employee Benefits; Education Services	3000-3999 Employee Benefits; Education Services
Amount	\$4,909	\$2,753	\$144,550
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Education Services	4000-4999 Books and Supplies; Education Services	4000-4999 Books and Supplies; Education Services
Amount	\$10,000	\$5,680	\$6,100
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses;	5000-5999 Services and Other Operating Expenses;	5000-5999 Services and Other Operating Expenses;

	Education Services	Education Services	Education Services
Amount	\$19,147,254	\$13,421,544	\$13,980,053
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; District-wide	5000-5999 Services and Other Operating Expenses; District-wide	5000-5999 Services and Other Operating Expenses; District-wide
Amount	\$3,167,656	\$0	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Lottery	5000-5999 Services and Other Operating Expenses; Lottery	5000-5999 Services and Other Operating Expenses; Lottery
Amount	\$4,029,237	\$4,862,495	\$4,915,659
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; District-wide	7000-7499 Other; District-wide	7000-7499 Other; District-wide
Amount	\$3,789,494	\$2,065,082	\$591,572
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Fund 14 Deferred Maintenance transferred from Base	5000-5999 Services and Other Operating Expenses; Fund 14 Deferred Maintenance transferred from Base	5000-5999 Services and Other Operating Expenses; Fund 14 Deferred Maintenance transferred from Base
Amount	\$4,040,741	\$3,967,441	\$2,804,890
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	6000-6999 Capital Outlay; Fund 14 Deferred Maintenance transferred from Base	6000-6999 Capital Outlay; Fund 14 Deferred Maintenance transferred from Base	6000-6999 Capital Outlay; Fund 14 Deferred Maintenance transferred from Base
Amount	\$298,698	\$326,663	\$230,120
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues

Budget Reference	2000-2999 Classified Salaries; Fund 67 Self Insurance - Risk Mgmt.	2000-2999 Classified Salaries; Fund 67 Self Insurance - Risk Mgmt.	2000-2999 Classified Salaries; Fund 67 Self Insurance - Risk Mgmt.
Amount	\$107,974	\$129,161	\$117,086
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	3000-3999 Employee Benefits; Fund 67 Self Insurance - Risk Mgmt.	3000-3999 Employee Benefits; Fund 67 Self Insurance - Risk Mgmt.	3000-3999 Employee Benefits; Fund 67 Self Insurance - Risk Mgmt.
Amount	\$6,887,495	\$7,922,617	\$12,035,081
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Fund 67 Self Insurance - District-wide	5000-5999 Services and Other Operating Expenses; Fund 67 Self Insurance - Districtwide	5000-5999 Services and Other Operating Expenses; Fund 67 Self Insurance - District-wide
Amount	\$0	\$10,355,097	\$1,500,000
Source		Other Local Revenues	Other Local Revenues
Budget Reference		5000-5999 Services and Other Operating Expenses; Fund 21 Building Fund - GOB	5000-5999 Services and Other Operating Expenses; Fund 21 Building Fund - GOB
Amount	\$0	\$1,182,358	\$789,942
Source		Other Local Revenues	Other Local Revenues
Budget Reference		6000-6999 Capital Outlay; Fund 21 Building Fund - GOB	6000-6999 Capital Outlay; Fund 21 Building Fund - GOB
Amount	\$0	\$3,550	\$4,792
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Office of Communication	5000-5999 Services and Other Operating Expenses; Office of Communication
Amount	\$0	\$323,108	\$323,160
Source		LCFF	LCFF

Budget Reference		5000-5999 Services and Other Operating Expenses; Board of Education	5000-5999 Services and Other Operating Expenses; Board of Education
------------------	--	--	--

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.2 Facilities & Maintenance: Provide facilities that are well maintained, appropriately cleaned, and meet 21st Century expectations (e.g., computer technology infrastructure, green utilities management, State & Federally compliant, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$876,432	\$876,432	\$876,432
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$332,570	\$332,570	\$332,570
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$80,000	\$80,000	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$2,046,048	\$2,046,048	\$2,046,048
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$776,009	\$776,009	\$776,009
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$54,987	\$54,987	\$54,987
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.3 Food Services: Provide food services for students that meet all State and Federal School Lunch Program requirements.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,520,605	\$6,520,605	\$6,520,605

Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries; Cafeteria Funds	2000-2999 Classified Salaries; Cafeteria Funds	2000-2999 Classified Salaries; Cafeteria Funds
Amount	\$2,428,505	\$2,428,505	\$2,428,505
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; Cafeteria Funds	3000-3999 Employee Benefits; Cafeteria Funds	3000-3999 Employee Benefits; Cafeteria Funds
Amount	\$7,367,377	\$7,367,377	\$7,367,377
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	4000-4999 Books and Supplies; Cafeteria Funds	4000-4999 Books and Supplies; Cafeteria Funds	4000-4999 Books and Supplies; Cafeteria Funds
Amount	\$306,142	\$306,142	\$306,142
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses; Cafeteria Funds	5000-5999 Services and Other Operating Expenses; Cafeteria Funds	5000-5999 Services and Other Operating Expenses; Cafeteria Funds
Amount	\$656,271	\$656,271	\$656,271
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	7000-7499 Other; Cafeteria Funds	7000-7499 Other; Cafeteria Funds	7000-7499 Other; Cafeteria Funds
Amount	\$2,584,322	\$2,584,322	\$2,584,322
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Routine Restricted Maintenance transfer from Base	2000-2999 Classified Salaries; Routine Restricted Maintenance transfer from Base	2000-2999 Classified Salaries; Routine Restricted Maintenance transfer from Base
Amount	\$959,989	\$959,989	\$959,989
Source	LCFF	LCFF	LCFF

Budget Reference	3000-3999 Employee Benefits; Routine Restricted Maintenance transfer from Base	3000-3999 Employee Benefits; Routine Restricted Maintenance transfer from Base	3000-3999 Employee Benefits; Routine Restricted Maintenance transfer from Base
Amount	\$1,051,927	\$1,051,927	\$1,051,927
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Routine Restricted Maintenance transfer from Base	4000-4999 Books and Supplies; Routine Restricted Maintenance transfer from Base	4000-4999 Books and Supplies; Routine Restricted Maintenance transfer from Base
Amount	\$4,017,852	\$4,017,852	\$4,017,852
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Routine Restricted Maintenance transfer from Base	5000-5999 Services and Other Operating Expenses; Routine Restricted Maintenance transfer from Base	5000-5999 Services and Other Operating Expenses; Routine Restricted Maintenance transfer from Base
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999 Capital Outlay; Routine Restricted Maintenance transfer from Base	6000-6999 Capital Outlay; Routine Restricted Maintenance transfer from Base	6000-6999 Capital Outlay; Routine Restricted Maintenance transfer from 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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.4 Professional Development: Provide professional development, as needed by job requirements, retraining, and/or State and Federal requirements, for individuals in various classified, certificated, and management positions.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$70,000	\$70,000	\$70,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 5

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
2.5 Security and Safety: Provide a safe and secure learning environment in each district campus through staffing, the implementation of State and Federal safety requirements and Safety Plans, etc.		Security and Safety: Provide a safe and secure learning environment in each district campus through staffing, training for campus security assistants, the implementation of State and Federal safety requirements, and the implementation of Safety Plans including revisiting safety drills and protocols with staff.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,248,813	\$2,248,813	\$2,248,813
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$884,592	\$884,592	\$884,592
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 6

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
2.6 Security and Safety: Maintain and expand programs related to positive behavior (PBIS), character education, anti-bullying, and restorative justice to provide a safe, positive and secure learning environment for students, staff, and the school community.		Security and Safety: Maintain and expand PBIS programs related to positive behavior (e.g. Move this World or Second Step), character education, anti-bullying, and restorative justice to provide a safe, positive and secure learning environment for students staff, and the school community.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$950,114	\$788,818	\$788,818
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$96,632	\$72,820	\$72,820
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$295,507	\$237,446	\$237,446
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$626,261	\$626,261	\$626,261
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries; TIIG	2000-2999 Classified Salaries; TIIG	2000-2999 Classified Salaries; TIIG
Amount	\$273,712	\$273,712	\$273,712
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; TIIG	3000-3999 Employee Benefits; TIIG	3000-3999 Employee Benefits; TIIG

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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.7 Special Education: Provide a quality special education program to meet the individualized needs of identified students per their IEPs.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$107,220	\$107,220	\$107,220

Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; IDEA Programs: Resources 33100.0-33860.0	1000-1999 Certificated Salaries; IDEA Programs: Resources 33100.0-33860.0	1000-1999 Certificated Salaries; IDEA Programs: Resources 33100.0-33860.0
Amount	\$1,632,573	\$1,632,573	\$1,632,573
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries; IDEA Programs Resources: 33100.0-33860.0	2000-2999 Classified Salaries; IDEA Programs Resources: 33100.0-33860.0	2000-2999 Classified Salaries; IDEA Programs Resources: 33100.0-33860.0
Amount	\$2,068,072	\$2,068,072	\$2,068,072
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; IDEA Programs Resources: 33100.0-33860.0	3000-3999 Employee Benefits; IDEA Programs Resources: 33100.0-33860.0	3000-3999 Employee Benefits; IDEA Programs Resources: 33100.0-33860.0
Amount	\$202,226	\$202,226	\$202,226
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	4000-4999 Books and Supplies; IDEA Programs: Resources 33100.0-33860.0	4000-4999 Books and Supplies; IDEA Programs: Resources 33100.0-33860.0	4000-4999 Books and Supplies; IDEA Programs: Resources 33100.0-33860.0
Amount	\$192,046	\$192,046	\$192,046
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses; IDEA Programs: Resources 33100.0-33860.0	5000-5999 Services and Other Operating Expenses; IDEA Programs: Resources 33100.0-33860.0	5000-5999 Services and Other Operating Expenses; IDEA Programs: Resources 33100.0-33860.0
Amount	\$61,849	\$61,849	\$61,849
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries; Resources 34100.0-34101.0 Rehabilitation	2000-2999 Classified Salaries; Resources 34100.0-34101.0 Rehabilitation	2000-2999 Classified Salaries; Resources 34100.0-34101.0 Rehabilitation

Amount	\$17,794	\$17,794	\$17,794
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; Resources 34100.0-34101.0 Rehabilitation	3000-3999 Employee Benefits; Resources 34100.0-34101.0 Rehabilitation	3000-3999 Employee Benefits; Resources 34100.0-34101.0 Rehabilitation
Amount	\$21,548	\$21,548	\$21,548
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	4000-4999 Books and Supplies; Resources 34100.0-34101.0 Rehabilitation	4000-4999 Books and Supplies; Resources 34100.0-34101.0 Rehabilitation	4000-4999 Books and Supplies; Resources 34100.0-34101.0 Rehabilitation
Amount	\$16,420	\$16,420	\$16,420
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	7000-7499 Other; Resources 34100.0-34101.0 Rehabilitation	7000-7499 Other; Resources 34100.0-34101.0 Rehabilitation	7000-7499 Other; Resources 34100.0-34101.0 Rehabilitation
Amount	\$27,290	\$27,290	\$27,290
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; CA Promise - Resource 58107.0	1000-1999 Certificated Salaries; CA Promise - Resource 58107.0	1000-1999 Certificated Salaries; CA Promise - Resource 58107.0
Amount	\$111,228	\$111,228	\$111,228
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries; CA Promise - Resource 58107.0	2000-2999 Classified Salaries; CA Promise - Resource 58107.0	2000-2999 Classified Salaries; CA Promise - Resource 58107.0
Amount	\$39,698	\$39,698	\$39,698
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; CA Promise - Resource 58107.0	3000-3999 Employee Benefits; CA Promise - Resource 58107.0	3000-3999 Employee Benefits; CA Promise - Resource 58107.0
Amount	\$13,660,969	\$13,660,969	\$13,660,969
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	1000-1999 Certificated Salaries; AB 602	1000-1999 Certificated Salaries; AB 602	1000-1999 Certificated Salaries; AB 602
Amount	\$1,502,642	\$1,502,642	\$1,502,642
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries; AB 602	2000-2999 Classified Salaries; AB 602	2000-2999 Classified Salaries; AB 602
Amount	\$4,642,354	\$4,642,354	\$4,642,354
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; AB 602	3000-3999 Employee Benefits; AB 602	3000-3999 Employee Benefits; AB 602
Amount	\$123,969	\$123,969	\$123,969
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; AB 602	4000-4999 Books and Supplies; AB 602	4000-4999 Books and Supplies; AB 602
Amount	\$12,328,500	\$12,328,500	\$12,328,500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; AB 602	5000-5999 Services and Other Operating Expenses; AB 602	5000-5999 Services and Other Operating Expenses; AB 602
Amount	\$1,000,000	\$1,000,000	\$1,000,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	7000-7499 Other; AB 602	7000-7499 Other; AB 602	7000-7499 Other; AB 602
Amount	\$148,148	\$148,148	\$148,148
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries; Project Workability	2000-2999 Classified Salaries; Project Workability	2000-2999 Classified Salaries; Project Workability

Amount	\$27,511	\$27,511	\$27,511
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Project Workability	3000-3999 Employee Benefits; Project Workability	3000-3999 Employee Benefits; Project Workability
Amount	\$18,430	\$18,430	\$18,430
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Project Workability	4000-4999 Books and Supplies; Project Workability	4000-4999 Books and Supplies; Project Workability
Amount	\$13,101	\$13,101	\$13,101
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	7000-7499 Other; Project Workability	7000-7499 Other; Project Workability	7000-7499 Other; Project Workability

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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.8 Special Education: Provide a program and services to support mental health needs for identified special education students (e.g., counseling, ED program, etc.)		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$110,087	\$110,087	\$110,087
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; SpEd Mental Health	1000-1999 Certificated Salaries; SpEd Mental Health	1000-1999 Certificated Salaries; SpEd Mental Health
Amount	\$31,440	\$31,440	\$31,440
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; SpEd Mental Health	3000-3999 Employee Benefits; SpEd Mental Health	3000-3999 Employee Benefits; SpEd Mental Health
Amount	\$87,327	\$87,327	\$87,327
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	7000-7499 Other; SpEd Mental Health	7000-7499 Other; SpEd Mental Health	7000-7499 Other; SpEd Mental Health

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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.9 Staffing: Provide qualified teaching staff, management staff, and classified staff to each district site.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; The expenditures associated with school and district staff from Action 2.1, from a variety of funding sources, contributes to the successful implementation of this action. The dollar amounts associated with Action 2.1 support Action 2.9.	1000-1999 Certificated Salaries; The expenditures associated with school and district staff from Action 2.1, from a variety of funding sources, contributes to the successful implementation of this action. The dollar amounts associated with Action 2.1 support Action 2.9.	1000-1999 Certificated Salaries; The expenditures associated with school and district staff from Action 2.1, from a variety of funding sources, contributes to the successful implementation of this action. The dollar amounts associated with Action 2.1 support Action 2.9.

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
2.10 Technology: Provide technology infrastructure, staff, and services, district-wide, to support 21st Century Learning activities and equipment to allow students access to rigorous curriculum, resources, and experiences to build schema, language abilities and close the achievement gap.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$232,000	\$251,191	\$251,191
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$65,496	\$98,809	\$98,809
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$2,000,000	\$1,700,000	\$1,700,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
2.11 Textbooks, Supplies, and Resources: Provide students with all resources needed to implement the core program aligned to the California Content Standards.		Textbooks, Supplies, and Resources: Provide students with all resources needed to implement the core program, including physical education, aligned to the California Content Standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$947,409	\$947,409	\$947,409
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Restricted Lottery - textbook replacement	4000-4999 Books and Supplies; Restricted Lottery - textbook replacement	4000-4999 Books and Supplies; Restricted Lottery - textbook replacement

Action 12

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

Students to be Served:

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
2.12 Transportation: Provide student transportation as required by State and Federal guidelines.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,200,000	\$1,200,000	\$1,200,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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

Unchanged Goal

Goal 3

Goal 3:

Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Identified Need:

For Goal #3 we identified the following needs:

College and Career Readiness

Despite having seen a significant increase in A-G completers, high school graduates, AP course access and AP pass rates, overall students Preparedness status as reported on the CCI is an area of concern. Student groups that rank RED on the dashboard are: African American with 4% overall (234 students), English Learners with 5% (353 students), Foster Youth with 6% (33 students), and students with Disabilities 2% (191). Our alternative school and SPED students are the lowest performing.

Additional efforts will be made to increase opportunities for students to complete College Coursework, CTE pathways, and obtain proficiency in the SBAC assessments. For example, we will be piloting a block schedule at one high school with additional 7th period (Dominguez High School). This schedule allows students an extra period to not only make up credits, attend interventions, and obtain additional courses, but also to have greater access to college courses. We also began implementing our Guidance Alignment Process, an early warning system to track and monitor all students path for college and career readiness at the high school level at least four times a year. Although the Guidance Alignment System tracks all students, its protocols focuses on our students who are Foster Youth, Low Income and English Learners and what particular interventions or support we will provide for them as we review the data.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	Baseline data is 78.4% for the four year cohort calculation in 2015-2016;	Increase four year cohort calculation to 83.5%. Using new LCFF	Using new LCFF Evaluation Rubric indicators achieve a status	Using new LCFF Evaluation Rubric indicators achieve a status

	CA Dashboard 80.1%.	Evaluation Rubric indicators achieve a status of 85% to 90% with an increase of 5% or greater.	of 85% to 90% with an increase of 1% to less than 5%.	of 85% to 90% with an increase of 1% to less than 5%.
A-G Course Completion	A-G course completion baseline data (2015-2016) indicates 26.2% achieved completion of these requirements.	Increase by 3--5% the A-G completion rate over the baseline year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.	Increase by 3% the A-G completion rate over the 2017-2018 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.	Increase by 3% the A-G completion rate over the 2018-2019 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.
A-G Completion for African American students	A-G course completion for African American students baseline data (2015-2016) indicates 15.5% achieved completion of these requirements.	Increase by 5% the A-G completion rate of African American students over the baseline year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.	Increase by 5% the A-G completion rate of African American students over the 2017-2018 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.	Increase by 5% the A-G completion rate of African American students over the 2018-2019 year. Meet the medium level requirements of the LCFF Evaluation Rubric to be yellow or green.
Advance Placement Exam Pass Rates of 3 or Higher	Current baseline data (2015-2016) indicates that 313 tests (19.5%) of the 1,602 tests administered received a score of 3 or higher.	Increase the percentage of students passing AP exams with a 3 or higher to 25%. Increase the number of test administered to 1,700.	Increase the percentage of students passing AP exams with a 3 or higher to 30%. Increase the number of test administered to 1,800.	Increase the percentage of students passing AP exams with a 3 or higher to 35%. Increase the number of test administered to 1,800.
EAP Assessment	Current baseline data (2015-2016) indicates that 15% of the 11th grade met/exceeded standards for the EAP in ELA and 3% of the 11th grade met/exceeded standards for the EAP in math.	Increase the percentage of met/exceeded to 35% in ELA and to 25% in math.	Increase the percentage of met/exceeded to 40% in ELA and to 30% in math.	Increase the percentage of met/exceeded to 55% in ELA and to 35% in math.
Completion of CTE	Current baseline data	Maintain the completion	Maintain the completion	Maintain the completion

Pathways	(2015-2016) 134 students of students successfully completed CTE pathways with the Capstone. This is 97.95% as per CDE Core Indicator Report .	rate at 95% or higher as noted by the CDE Core Indicator Report.	rate at 95% or higher as noted by the CDE Core Indicator Report.	rate at 95% or higher as noted by the CDE Core Indicator Report.
Course Access	Current course enrollment data (2015-2016) shows 14% of middle school students take world language Level I and 1% of middle school students take world language Level II to meet the A-G requirement.	<p>Increase by 3% the number of middle school students taking world language Level I over the baseline year.</p> <p>Increase by 3%, over the baseline year, the amount of students completing the world language requirements prior to 9th grade (i.e., Level II).</p>	<p>Increase by 2% the number of middle school students taking world language Level I over the 2017-2018 year.</p> <p>Increase by 2%, over the 2017-2018 year, the amount of students completing the world language requirements prior to 9th grade.</p>	<p>Increase by 2% the number of middle school students taking world language Level I over the 2018-2019 year.</p> <p>Increase by 2%, over the 2018-2019 year, the amount of students completing the world language requirements prior to 9th grade.</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Modified Action
3.1 Curriculum & Instruction: Provide rigorous course pathways and programs that prepare students to become both college and career ready (e.g., Meeting A-G requirements, providing AP, IB, CTE, ERWC courses, etc.).		Curriculum & Instruction: Provide rigorous course pathways and programs that prepare students to become both college and career ready (e.g., Meeting A-G requirements, providing AP, IB, CTE, ERWC, credit recovery courses, etc.). Similarly, students will participate in pre-college testing i.e. PSAT, SAT.

Also, CUSD will expand CTE pathways to include Architectural Design and Software/Systems Development. CUSD currently is implementing the IB Middle Years Programme and will be working to establish the IB Diploma Programme at the high school level in 2019-20.

Additional efforts will be made to increase opportunities for students to complete College Coursework, CTE pathways, and obtain proficiency in the SBAC assessments. For example, we will be piloting a block schedule at one high school with additional 7th period (Dominguez High School). This schedule allows students an extra period to not only make up credits, attend interventions, and obtain additional courses, but also to have greater access to college courses. We also began implementing our Guidance Alignment Process, an early warning system to track and monitor all students path for college and career readiness at the high school level at least four times a year. Although the Guidance Alignment System tracks all students, its protocols focuses on our Foster Youth, Low Income and English Learners and what particular interventions or support we will provide for them as we review the data.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$459,605 (repeat expenditure)	\$512,003 (repeat expenditure)	\$512,003 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.2 Funds Support	1000-1999 Certificated Salaries; Action 3.2 Funds Support	1000-1999 Certificated Salaries; Action 3.2 Funds Support
Amount	\$102,699 (repeat expenditure)	\$150,251 (repeat expenditure)	\$150,251 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 3.2 funds support	2000-2999 Classified Salaries; Action 3.2 Funds Support	2000-2999 Classified Salaries; Action 3.2 Funds Support
Amount	\$115,898 (repeat expenditure)	\$149,579 (repeat expenditure)	\$192,484 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.2 Funds Support	3000-3999 Employee Benefits; Action 3.2 Funds Support	3000-3999 Employee Benefits; Action 3.2 Funds Support
Amount	\$312,620 (repeat expenditure)	\$182,550 (repeat expenditure)	\$182,550 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.2 Funds Support	4000-4999 Books and Supplies; Action 3.2 Funds Support	4000-4999 Books and Supplies; Action 3.2 Funds Support
Amount	\$350,000 (repeat expenditure)	\$559,092 (repeat expenditure)	\$537,737 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.2 Funds Support	5000-5999 Services and Other Operating Expenses; Action 3.2 Funds Support	5000-5999 Services and Other Operating Expenses; Action 3.2 Funds Support
Amount	\$712,855	\$712,855	\$651,831
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Secondary Department	1000-1999 Certificated Salaries; Secondary Department	1000-1999 Certificated Salaries; Secondary Department
Amount	\$246,648	\$246,648	\$246,648
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Secondary Department	3000-3999 Employee Benefits; Secondary Department	3000-3999 Employee Benefits; Secondary Department
Amount	\$192,852	\$192,852	\$253,786
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I

Budget Reference	2000-2999 Classified Salaries; Secondary Department	2000-2999 Classified Salaries; Secondary Department	2000-2999 Classified Salaries; Secondary Department
------------------	--	--	--

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
3.2 Curriculum & Instruction: Provide innovative programs that promote students to attend college during their secondary program (e.g., Early College High School, concurrent enrollment, etc.)		Curriculum & Instruction: Provide innovative programs that promote students to attend college during their secondary program (e.g., Early College High School, college enrollment, exceed minimum A-G coursework etc.)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$403,227	\$404,841	\$404,841
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$111,593	\$107,834	\$107,834
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$115,898	\$149,579	\$149,009
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$312,620	\$312,620	\$313,190
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$350,000	\$350,000	\$350,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
3.3 Curriculum & Instruction: Provide enriched college and career related pathways for students to compete in a global economy (e.g., IB schools).		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)	\$312,620 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support	4000-4999 Books and Supplies; Action 3.2 funds support
Amount	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)	\$350,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support	5000-5999 Services and Other Operating Expenses; Action 3.2 funds support

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
3.4 Curriculum & Instruction: Provide site specific academies that allow students to experience a variety of career related courses (e.g., Visual & Performing Arts academies, STEM academies, etc.). This includes vertical articulation K-12.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support

Action 5

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
3.5 CTE/ROP Programs: Provide a variety of career related pathways, inclusive of the 15 CTE pathways recommend by the CDE to allow students to access skills in job related areas leading to industry recognized certification.		CTE/ROP Programs: Provide a variety of career related pathways, inclusive of the 15 CTE pathways recommended by CDE to allow students to access skills in job related areas leading to inductor recognized certification. CUSD will expand CTE pathways to include Architectural Design and Software/Systems Development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$357,487	\$375,470	\$375,470
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$94,759	\$99,388	\$109,130
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$450,000	\$308,420	\$298,678
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$25,138	\$25,138	\$25,138
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; 35500.0/35550.0 Voc. Ed.	1000-1999 Certificated Salaries; 35500.0/35550.0 Voc. Ed.	1000-1999 Certificated Salaries; 35500.0/35550.0 Voc. Ed.
Amount	\$49,383	\$49,383	\$49,383
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	2000-2999 Classified Salaries; 35500.0/35550.0 Voc. Ed.	2000-2999 Classified Salaries; 35500.0/35550.0 Voc. Ed.	2000-2999 Classified Salaries; 35500.0/35550.0 Voc. Ed.
Amount	\$23,362	\$23,362	\$23,362
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	3000-3999 Employee Benefits; 35500.0/35550.0 Voc. Ed.	3000-3999 Employee Benefits; 35500.0/35550.0 Voc. Ed.	3000-3999 Employee Benefits; 35500.0/35550.0 Voc. Ed.

Amount	\$277,241	\$277,241	\$278,943
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	4000-4999 Books and Supplies; 35500.0/35550.0 Voc. Ed.	4000-4999 Books and Supplies; 35500.0/35550.0 Voc. Ed.	4000-4999 Books and Supplies; 35500.0/35550.0 Voc. Ed.
Amount	\$0	\$0	\$0
Source	Other Federal Funds	Other Federal Funds	Other State Revenues
Budget Reference	7000-7499 Other; 35500.0/35550.0 Voc. Ed.	7000-7499 Other; 35500.0/35550.0 Voc. Ed.	7000-7499 Other; 35500.0/35550.0 Voc. Ed.

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
3.6 CTE/ROP: Provide a variety of opportunities through Adult School for CUSD students to receive interventions and enrichment.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$357,487 (repeat expenditure)	\$474,858 (repeat expenditure)	\$397,991 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.5 funds support	1000-1999 Certificated Salaries; Action 3.5 funds support	1000-1999 Certificated Salaries; Action 3.5 funds support
Amount	\$94,759 (repeat expenditure)	\$99,388 (repeat expenditure)	\$167,883 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.5 funds support	3000-3999 Employee Benefits; Action 3.5 funds support	3000-3999 Employee Benefits; Action 3.5 funds support
Amount	\$450,000 (repeat expenditure)	\$450,000 (repeat expenditure)	\$13,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.5 funds support	4000-4999 Books and Supplies; Action 3.5 funds support	4000-4999 Books and Supplies; Action 3.5 funds support
Amount	\$914,798	\$914,798	\$914,798
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Adult Ed.	1000-1999 Certificated Salaries; Adult Ed.	1000-1999 Certificated Salaries; Adult Ed.
Amount	\$151,862	\$151,862	\$151,862
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	2000-2999 Classified Salaries; Adult Ed.	2000-2999 Classified Salaries; Adult Ed.	2000-2999 Classified Salaries; Adult Ed.
Amount	\$319,716	\$319,716	\$310,025
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Adult Ed.	3000-3999 Employee Benefits; Adult Ed.	3000-3999 Employee Benefits; Adult Ed.
Amount	\$20,274	\$20,274	\$29,965
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	4000-4999 Books and Supplies; Adult Ed.	4000-4999 Books and Supplies; Adult Ed.	4000-4999 Books and Supplies; Adult Ed.
------------------	--	--	--

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
3.7 CTE/ROP: Maintain and expand collaboration with local colleges and business to provide opportunities for students to become career ready.		CTE/ROP: Maintain and expand collaboration with local colleges and business to provide opportunities for students to become career ready. Through the CUSD CTE Advisory Committee, local business partners will provide internships, work-based learning opportunities, mentorships, field-trips, and other career based learning opportunities. Additionally, the office of School and Community Partnerships, partners will be identified to provide college and career opportunities related to our CTE Pathways.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$357,487 (repeat expenditure)	\$474,858 (repeat expenditure)	\$474,858 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.5 funds support	1000-1999 Certificated Salaries; Action 3.5 funds support	1000-1999 Certificated Salaries; Action 3.5 funds support
Amount	\$94,759 (repeat expenditure)	\$99,388 (repeat expenditure)	\$138,017 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.5 funds support	3000-3999 Employee Benefits; Action 3.5 funds support	3000-3999 Employee Benefits; Action 3.5 funds support
Amount	\$450,000 (repeat expenditure)	\$450,000 (repeat expenditure)	\$411,371 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies; Action 3.5 funds support	4000-4999 Books and Supplies; Action 3.5 funds support	4000-4999 Books and Supplies; Action 3.5 funds support
------------------	---	---	---

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
3.8 Interventions & Support: Provide students with a variety of support programs and services (i.e., AVID, Summer Bridge programs, Upward Bound, etc.) and experiences (i.e., college fieldtrips, mentor activities, etc.) to assist them in becoming college and career ready.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,976,175 (repeat expenditure)	\$2,625,000 (repeat expenditure)	\$2,406,276 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.15 funds support	1000-1999 Certificated Salaries; Action 1.15 funds support	1000-1999 Certificated Salaries; Action 1.15 funds support
Amount	\$523,825 (repeat expenditure)	\$454,323 (repeat expenditure)	\$672,956 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.15 funds support	3000-3999 Employee Benefits; Action 1.15 funds support	3000-3999 Employee Benefits; Action 1.15 funds support
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
3.9 Staffing: Provide additional counseling staff for more individual student access to academic counseling to better support and prepare students to become college and career ready.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$1,493,145	\$1,099,943	\$126,745
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$134,400	\$141,120	\$54,149
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$350,457	\$467,859	\$400,263
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$70,350	\$70,350	\$70,350
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$400,550	\$400,550	\$259,174
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
3.10 Student & Parent Engagement: Provide information and activities to help parents and students navigate the processes related to applying for college, applying for financial aid, NCAA Clearing House, and other preparation activities for college and career.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,493,145 (repeat expenditure)	\$1,567,802 (repeat expenditure)	\$1,567,802 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 3.9 funds support	1000-1999 Certificated Salaries; Action 3.9 funds support	1000-1999 Certificated Salaries; Action 3.9 funds support
Amount	\$134,400 (repeat expenditure)	\$141,120 (repeat expenditure)	\$141,120 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 3.9 funds support	2000-2999 Classified Salaries; Action 3.9 funds support	2000-2999 Classified Salaries; Action 3.9 funds support
Amount	\$350,457 (repeat expenditure)	\$367,981 (repeat expenditure)	\$496,698 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 3.9 funds support	3000-3999 Employee Benefits; Action 3.9 funds support	3000-3999 Employee Benefits; Action 3.9 funds support
Amount	\$70,350 (repeat expenditure)	\$70,350 (repeat expenditure)	\$70,350 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 3.9 funds support	4000-4999 Books and Supplies; Action 3.9 funds support	4000-4999 Books and Supplies; Action 3.9 funds support
Amount	\$400,550 (repeat expenditure)	\$400,550 (repeat expenditure)	\$271,833 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 3.9 funds support	5000-5999 Services and Other Operating Expenses; Action 3.9 funds support	5000-5999 Services and Other Operating Expenses; Action 3.9 funds support
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support

Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
3.11 Provide district-wide day to recognize College and Career opportunities (i.e., Career Day, Principal for the Day, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference			

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

Unchanged Goal

Goal 4

Goal 4:

All staff will promote student engagement by building positive environments, inclusive of parent and community participation.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

Positive School Attendance Programs (Action 1, 2, & 3): Research supports that the more students attend school the better they achieve. Chronic absenteeism is a concern for most schools in our district. When we look at chronic absenteeism, CUSD is ORANGE. Despite the efforts made, and the systems in place since last school year, we are still challenged with many students who have excessive absences. This has a negative impact on learning. Unduplicated students face unique challenges that can impede their ability to attend school in a manner that promotes positive achievement. By establishing additional programs and services that regularly monitor and track unduplicated student attendance, provide interventions when regular attendance is a challenge, and celebrate positive attendance or improvement in attendance, we can be certain students are receiving the instruction they need to be successful academically.

Last school year, our schools were able to clear hundreds of absences through their Saturday Attendance Recovery Program. Unfortunately, this is not possible this school year, which may negatively affect this indicator.

Wellness Initiative (Action 4): Based on our connectedness survey, only 69% of school staff believes that we provide the necessary social emotional support for student wellness. Creating a trauma-informed and trauma-sensitive environment for students is critical to providing them with the resources needed to overcome and cope with any adverse childhood experiences (ACES) they may encounter. Research supports that children with a high number of ACES or with even one severe instance have difficulty learning and participating in regular classroom settings without support. ACES are not limited to the 10 typically noted, but also include conditions that EL newcomers and others experience around moving to a new culture/country and experiencing the loss of friends, family, and familiar ways of life. ACES can be attributed to any severe life changing condition that affects one's overall sense of safety, security, consistency, etc. The actions and services associated with the Wellness Initiative provide students with the social emotional support and teachers with the skills and strategies for all to be successful in the academic process. The upcoming year we will be expanding our Wellness Centers to some middle and elementary schools (modified Action 4).

Parent Engagement (Action 7): School administrators and teachers often indicate that parent engagement is a challenge, but still one of their main goals. Ensuring that parents of unduplicated students are fully aware of the skills and strategies necessary to help their children succeed in school to become college and career ready is an important piece in ensuring that students are supported at home in a manner that will help them to be successful in school. There is definitely a need in our district to continue providing workshops, meetings, and courses to parents that are over and above the general parent/teacher conference, back-to-school night, or open house. There is a need to assist our parents to both understand the content and strategies delivered to their students during the school day and equip them with the tools to support their students at home. Focusing on the unique needs of unduplicated students (i.e., language needs, achievement gaps, behavioral challenges, etc.) for parent workshops supports the unduplicated students both in and out of school by providing their parent or guardian with tools to meet their particular needs.

School Connectedness/ Engagement (Action 11): Based on the School Connected Survey that 3,970 students took, less than 80% of the students look forward to attending school (most days). This is an area of concern and it must be addressed. Feeling connected to school is critical to maintaining positive school attendance, improving academic skills, and ensuring students graduate successfully. By expanding the programs, services and extra-curricular activities for students we ensure they develop a connectedness to school that keeps them working toward academic achievement. This is particularly important with our Foster Youth, English Learners and Students with Special Needs. These programs and services also extend and enrich classroom learning to help students have a wide range of experiences (i.e., expand schema, develop social skills, and improve English language acquisition thru communication with peers) to draw from when in the classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Attendance Rate	Baseline overall attendance rate (2015-2016) 95.1%.	Increase overall attendance rate to 96.%.	Increase overall attendance rate to 97.%.	Increase overall attendance rate to 98.%.
Chronic Absenteeism	Baseline data for chronic absenteeism (2015-2016) 13.4%.	Decrease chronic absenteeism rate by 2% over baseline year.	Decrease chronic absenteeism rate by 2% over 2017-2018 year.	Decrease chronic absenteeism rate by 1% over 2018-2019 year.
High School Graduation Rate	Baseline data is 78.4% for the four year cohort calculation in 2015-2016.	Increase four year cohort calculation to 83.5%. Using new LCFF Evaluation Rubric indicators achieve a status of 85% to 90% with an increase of 5% or greater.	Using new LCFF Evaluation Rubric indicators achieve a status of 85% to 90% with an increase of 5% or greater.	Using new LCFF Evaluation Rubric indicators achieve a status of 90% to 95% with an increase of 5% or greater.

High School Drop-out Rate	Current baseline data (2015-2016) for high school drop-out rate shows 15.1%.	Decrease the high school drop-out rate by 3% over the baseline year.	Decrease the high school drop-out rate by 2% over the 2017-2018 year.	Decrease the high school drop-out rate by 2% over the 2018-2019 year.
Middle School Drop-out Rate	Current baseline data (2015-2016) shows 0.88%.	Maintain middle school drop-out rate of less than 1%.	Maintain middle school drop-out rate of less than 1%.	Maintain middle school drop-out rate of less than 1%.
Parent Engagement - Programs	Create a baseline for parent engagement by maintaining data on completion of climate surveys (2016-2017) 2,036 completed and attendance at district-wide parent events (2016-2017) 322 attended DO parent workshops (4-days).	Increase number of completed parent surveys to 2,500. Increase number of parents attending district-wide parent events to 450.	Increase number of completed parent surveys to 3,000. Increase number of parents attending district-wide parent events to 500.	Increase number of completed parent surveys to 3,500. Increase number of parents attending district-wide parent events to 600.
Parent Engagement - Decision Making	Current data (2016-2017) on district climate/connectedness parent survey shows 81% of parents completing the survey feel "school promotes parent participation in decision making that affects school practices/policies" (#13)	Maintain 80% or higher rating on district climate/connectedness parent survey for question #13 - "school promotes parent participation in decision making that affects school practices/policies"	Maintain 80% or higher rating on district climate/connectedness parent survey for question #13 - "school promotes parent participation in decision making that affects school practices/policies"	Maintain 80% or higher rating on district climate/connectedness parent survey for question #13 - "school promotes parent participation in decision making that affects school practices/policies"

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Modified Action
4.1 Attendance Monitoring: Provide additional support through a systematic process for monitoring attendance that follows all State and Federal guidelines (e.g., SART/SARB, truancy monitoring, etc.) to ensure that students in specific populations (i.e., EL, Foster Youth, and		Attendance Monitoring: Provide additional support through personnel and a systematic process for monitoring attendance that follows all state and federal guidelines (e.g., SART/SARB, truancy monitoring, etc.) to ensure that students in specific populations

Low Income) are regularly monitored and attend school to meet the district goal.

(i.e., Foster Youth, and Low Income) are regularly monitored and attend school and meet the district goal.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$950,114 (repeat expenditure)	\$997,620 (repeat expenditure)	\$915,617 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support
Amount	\$96,632 (repeat expenditure)	\$101,464 (repeat expenditure)	\$101,464 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support
Amount	\$295,507 (repeat expenditure)	\$237,446 (repeat expenditure)	\$319,449 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
4.2 Attendance Monitoring: Provide recognition for students and families who meet district-wide attendance goals and who improve attendance.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$950,114 (repeat expenditure)	\$997,620 (repeat expenditure)	\$915,617 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support
Amount	\$96,632 (repeat expenditure)	\$101,464 (repeat expenditure)	\$101,464 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support
Amount	\$295,507 (repeat expenditure)	\$237,446 (repeat expenditure)	\$319,449 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support

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)

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
4.3 Attendance Monitoring: Create a system for analyzing changes in student enrollment to reinforce instructional program, academic pathways, address declining enrollment, etc.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$950,114 (repeat expenditure)	\$997,620 (repeat expenditure)	\$915,617 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support	1000-1999 Certificated Salaries; Action 2.6 funds support
Amount	\$96,632 (repeat expenditure)	\$101,464 (repeat expenditure)	\$101,464 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support	2000-2999 Classified Salaries; Action 2.6 funds support
Amount	\$295,507 (repeat expenditure)	\$237,446 (repeat expenditure)	\$319,449 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support	3000-3999 Employee Benefits; Action 2.6 funds support

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)

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
4.4 Behavior Related Services: Implement and maintain Wellness Centers at each high school to include general health and mental health services as well as college & career and personal mentoring services.		Behavior Related Services: Implement and maintain Wellness Centers at each high school and expand them to some middle and elementary schools to include general health and mental health services as well as college & career and personal mentoring services as needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$441,000	\$463,050	\$463,050
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$92,301	\$96,916	\$134,585
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$300,000	\$300,000	\$124,998
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$275,505	\$275,505	\$275,505
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

4.5 Behavior Related Services: Establish partnerships with local mental health and general health agencies to extend services provided to students and families.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
--	---------	---------	---------

Amount	\$0	\$0	\$0
Source			
Budget Reference			

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)

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
4.6 Interventions & Enrichment: Provide additional staff and services through the office of Special Projects to support parents of "at-risk" students and "at-risk" students.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$176,568	\$185,396	\$88,441
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$141,128	\$148,185	\$148,185
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$0	\$96,955
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$3,312,123	\$3,312,123	\$3,312,123
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,053,386	\$1,053,386	\$1,053,386
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$1,328,615	\$1,328,615	\$1,268,835
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$642,280	\$642,280	\$702,060
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Amount	\$6,159,965	\$6,159,965	\$6,159,965
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$1,349,077	\$1,349,077	\$1,349,077
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$739,639	\$739,639	\$392,109
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 7

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Modified Action
4.7 Parent Engagement: Provide parents/guardians with activities and information related to the California Content Standards, related assessments, etc. through a series of workshops specifically aligned to academic content needs. These work shops will be once per quarter/trimester at each site (i.e., 1 literacy night, 1 math night, 1 college & career night).		Parent Engagement: Provide parents/guardians with activities and information related, but not limited to, the California Content Standards, related assessments, specific content areas of the curriculum, social-emotional issues, trauma, behavioral needs, and health-related topics. These workshops will be once per quarter/trimester at each site (e.g. 1 literacy night, 1 math night, 1 college and career night), and they may also be offered by the District Parent Center through an annual, district-wide

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$210,000	\$210,000	\$210,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support
Amount	\$642,280	\$642,280	\$642,280
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$6,159,965	\$6,159,965	\$6,159,965
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
4.8 Parent Engagement: Provide parents/guardians of "at-risk" students with information and skills related to improving academic achievement.		Parent Engagement: Provide parents/guardians of "at-risk" students with information and skills related to improving academic achievement as well as their social-emotional growth, and train them on how to use Aeries grade book and the Parent Portal so that they can effectively monitor their students' academic progress.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Actions 1.26 funds support	3000-3999 Employee Benefits; Actions 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Actions 1.26 funds support	4000-4999 Books and Supplies; Actions 1.26 funds support	4000-4999 Books and Supplies; Actions 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support

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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
4.9 Parent Engagement: Provide parents/guardians of students with special needs with skills and information to support their children in successfully reaching the goals identified in the student's IEP and the California State Content Standards.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

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)

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
4.10 Parent Engagement: Provide parents with opportunities to participate in a variety of parent advocacy groups (e.g., ELAC, DELAC, DAC, SSC, African American Parent Advisory Committee, etc.) and the State and Federal regulations associated with membership on these committees.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 11

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

Students to be Served:

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

Location(s):

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

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
4.11 "Team Joy & Fun": Provide enrichment activities for students K-12 that support student engagement in school (inside & outside of classroom), build character and social skills, provide leadership skills and activities to demonstrate leadership, and extend learning opportunities (e.g., clubs, competitions, field trips, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$300,000	\$315,000	\$289,375
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$62,790	\$65,930	\$91,555
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support

Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support
Amount	\$28,812	\$28,812	\$28,812
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; TIIG	1000-1999 Certificated Salaries; TIIG	1000-1999 Certificated Salaries; TIIG
Amount	\$6,285	\$6,285	\$6,285
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; TIIG	3000-3999 Employee Benefits; TIIG	3000-3999 Employee Benefits; TIIG

Action 12

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

Students to be Served:

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

All

Location(s):

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

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Unchanged Action
4.12 Provide district-wide and site specific recognition opportunities (i.e., attendance awards, academic awards, etc.) for students, parents, and staff.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
--	---------	---------	---------

Amount	\$0	\$0	\$0
Source			
Budget Reference			

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

Unchanged Goal

Goal 5

Goal 5:

English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Identified Need:

Actions and services were provided for the English learner student group due to the significant percentage of ELs within the Compton Unified School District. According to CDE reporting reflective of 2017-18, Compton Unified School District is comprised of 22,975 students with approximately 6,744 (29.4%) English learners.

The goal of the district is for students to reclassify prior to high school enrollment. Reclassification data reflects that 1,219 students (15.3%) were reclassified in the 2017-18 school year. Currently, 19% of students have reclassified thus far this school year. Although reclassification rates have steadily increased, percentages remain dismal at a majority of middle schools and high schools within the district.

Graduation rates for English learners are at 72.5% and A-G completion rates have slightly increased to 22.8% according to the most recent data. Access and equitable opportunities for success in A-G coursework is essential for English learners to be College and Career Ready. Most recent data indicates an identified need in both preparing student for graduation as well as fulfilling A-G requirements.

English Language Proficiency Assessments for California results indicate 61% percent of students at Level 4 (Well Developed) and Level 3 (Moderately Developed). Due to new state regulations in the 2019-20 school year, students will need to score at a Level 4 to be considered for reclassification. As such, there is a need to ensure that students are attaining proficiency on the task types assessed on the ELPAC.

The district has continued emphasizing on English Language Development and has implemented several intervention programs as well a robust system of monitoring student progress which has resulted in overall growth in certain areas. At the K-8 level ongoing professional development and monitoring of the 90-minute block was provided to continue supporting this initiative in which students receive targeted RTI support and English Language Development. Ongoing professional development on research-based strategies such as Guided Language Acquisition Design (GLAD), Language Objectives, and the ELA/ELD framework will continue to be a focus in ensuring the academic success of English learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learner Progress	<p>Current baseline data on English Learner progress (2015-2016) indicates:</p> <p>55.4% are improving a CELDT level in a single year</p> <p>25% of students with less than 5 years in US schools, who are currently attending CUSD, are attaining proficiency on CELDT</p> <p>38.7% of students with more than 5 years in US schools, who are currently attending CUSD, are attaining proficiency on CELDT</p> <p>EL students in grades 3-8 scored 57.8 below Level 3 and had a 15.6 point increase in ELA CAASPP.</p> <p>EL students in grades 3-8 scored 80.2 points below a Level 3 and had a 12 point increase in math CAASPP.</p>	<p>Increase over baseline data on English Learner progress for each category by 5%</p> <p>Move overall EL proficiency to Medium (67% to less than 75%) status and increased change (1.5% to less than 10% increase).</p>	<p>Increase English proficiency as measured by iready /eld assessment to be determined.</p> <p>Define baseline for annual progress towards learning English using ELPAC</p>	<p>Increase English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)</p>
Reclassification Rate	<p>Current baseline data for reclassification (2015-2016) is 14.5%.</p>	<p>Increase the reclassification rate by 3 - 5% over the baseline year.</p> <p>Move overall EL proficiency to Medium (67% to less than 75%) status and increased change (1.5% to less than 10% increase).</p>	<p>Increase the reclassification rate by 3 - 5% over the 2017-2018 year.</p> <p>Move overall EL proficiency to Medium (67% to less than 75%) status and increased change (1.5% to less than 10% increase).</p>	<p>Increase the reclassification rate by 5% over the 2018-2019 year.</p> <p>Move overall EL proficiency to High(75% to less than 85%) status and increased change (1.5% to less than 10% increase).</p>

EL Graduation Rate	Current baseline data for EL four year cohort graduation rate (2015-2016) is 74%. Current LCFF Evaluation Rubric rate is 71.1% (low) with a 13.2% increase (significant).	Increase 5% over baseline data for EL four year cohort graduation rate.	Increase 5% over 2017-2018 data for EL four year cohort graduation rate.	Increase 3% over 2018-2019 data for EL four year cohort graduation rate.
EL Student Grade of D or F Rate	Current baseline data for EL Student Grade of D or F Rate (2016-2017 Semester 1) is 32.3%.	Decrease EL Student Grade of D or F Rate to 25%.	Decrease EL Student Grade of D or F Rate to 20%.	Decrease EL Student Grade of D or F Rate to less than 15%.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Specific Student Group(s): English Learners

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)

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.1 Curriculum & Instruction: Provide rigorous ELD instruction daily for all EL students and provide appropriate placement of EL students in core classes and ELD classes at all levels.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.2 Curriculum & Instruction: Provide "Newcomer Services" at all levels to support EL students entering U.S. schools for the first time (students enrolled less than 2 years).		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$191,206 (repeat expenditure)	\$193,118	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support

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)

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.3 Curriculum & Instruction: Provide EL and RFEP students with consistent district-wide academic vocabulary instruction and integrate linguistically, culturally relevant and responsive pedagogy.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 fund support	1000-1999 Certificated Salaries; Action 5.13 fund support	1000-1999 Certificated Salaries; Action 5.13 fund support
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support
Amount	\$107,536 (repeat expenditure)	\$109,913	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support
Amount	\$142,876 (repeat expenditure)	\$147,434	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.4 Curriculum & Instruction: Integrate multiple representations and modalities throughout the core curriculum to support EL students acquisition of language (i.e., visual and performing arts, classroom discussion, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other; Action 5.13 funds support.	7000-7499 Other; Action 5.13 funds support.	7000-7499 Other; Action 5.13 funds support.

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
5.5 Curriculum & Instruction: Provide world language programs for students, both EL and EO, to expand their language abilities and support their individual communication abilities in a global society (e.g., Dual Immersion programs, IB World School programs, etc.)		Curriculum & Instruction: Provide world language programs for students at K-8 schools, middle schools, and high schools, both EL and EO, to expand their language abilities and support their individual communication abilities in a global society.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support.	7000-7499 Other; Action 5.13 funds support.	7000-7499 Other; Action 5.13 funds support.

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)

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.6 Interventions: Provide intervention services to EL students that are designed to improve their acquisition of English and increase their individual content knowledge (e.g., before & after school programs, summer school activities, double blocked periods, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,208,453 (repeat expenditure)	\$4,208,453 (repeat expenditure)	\$4,208,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)

Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other; Action 5.13 funds support.	7000-7499 Other; Action 5.13 funds support.	7000-7499 Other; Action 5.13 funds support.

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.7 Interventions: Provide additional support for Long Term English Learners (LTEL) through rigorous ELD courses, before and afterschool intervention, data chats, and specialized core classroom support.		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support
Amount	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$1,669,500 (repeat expenditure)	\$1,669,500 (repeat expenditure)	\$993,413 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$676,087 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support
Amount	\$165,000 (repeat expenditure)	\$165,000 (repeat expenditure)	\$165,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support
Amount	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III

Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support.	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support.	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support.

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
5.8 Materials & Supplies: Provide supplemental instructional materials and supplies (e.g., books, charts, etc.), equipment (e.g., computers, tape recorders, etc.) and computer-based programs to supplement the ELD program (e.g., Imagine Learning, Write to Learn, Rosetta Stone, etc.).		Materials & Supplies: Provide supplemental instructional materials and supplies (e.g., books, chart, etc), equipment (e.g., computers, tape recorders, etc.) and computer-based programs to supplement the ELD program which include Imagine Learning for K-5 students and Rosetta Stone for 4th-12th grade Newcomers at the Elementary, Middle, and High School levels.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.

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)

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.9 Monitoring & Records: Maintain all required Federal and State compliance documents and processes for monitoring the EL program and student achievement/progress (e.g., LAT plans, EL folders, Master Plan, etc.).		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$1,669,500 (repeat expenditure)	\$1,669,500 (repeat expenditure)	\$993,413 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$676,087 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.

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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.10 Parent Engagement: Provide language support services for parents to acquire a second language (e.g., translation services, world language courses, etc.)		

Budgeted Expenditures

	2017-18	2018-19	2019-20

Amount	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$1,669,500 (repeat expenditure)	\$1,669,500 (repeat expenditure)	\$993,413 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$676,087 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support
Amount	\$165,000 (repeat expenditure)	\$165,000 (repeat expenditure)	\$165,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support
Amount	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)

Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
5.11 Parent Engagement: Provide parent workshops to assist parents of English Learners in supporting the academic achievement of their children in acquiring English and content knowledge.		Parent Engagement: Provide information pertinent to Instructional Programs and ongoing parent workshops to assist parents of English learners in supporting the academic achievement of their children in acquiring English and content knowledge.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)	\$4,078,536 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support	1000-1999 Certificated Salaries; Action 1.26 funds support
Amount	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)	\$1,095,789 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support	2000-2999 Classified Salaries; Action 1.26 funds support
Amount	\$1,096,825 (repeat expenditure)	\$1,096,825 (repeat expenditure)	\$1,503,918 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support	3000-3999 Employee Benefits; Action 1.26 funds support
Amount	\$3,189,805 (repeat expenditure)	\$3,189,805 (repeat expenditure)	\$2,782,712 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support	4000-4999 Books and Supplies; Action 1.26 funds support
Amount	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)	\$4,308,453 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support	5000-5999 Services and Other Operating Expenses; Action 1.26 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)

Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$142,876 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
5.12 Professional Development: Provide specific professional development for teachers, administrators, and para-professionals to support English Learners in acquiring the English language and in meeting the California State Content Standards.		Professional Development: Provide specific professional development for teachers on research-based strategies and develop a cohort of teachers to become coaches on district initiatives. Provide ongoing professional development to administrators and para-professionals to support English learners in acquiring the English language and in meeting the California State Content Standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$656,621 (repeat expenditure)	\$656,621 (repeat expenditure)	\$578,806 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support	1000-1999 Certificated Salaries; Action 5.13 funds support
Amount	\$1,669,500 (repeat expenditure)	\$1,669,500 (repeat expenditure)	\$1,252,218 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support	2000-2999 Classified Salaries; Action 5.13 funds support
Amount	\$0 (repeat expenditure)	\$0 (repeat expenditure)	\$532,187 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support	3000-3999 Employee Benefits; Action 5.13 funds support
Amount	\$165,000 (repeat expenditure)	\$165,000 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support	4000-4999 Books and Supplies; Action 5.13 funds support
Amount	\$30,000 (repeat expenditure)	\$30,000 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support	5000-5999 Services and Other Operating Expenses; Action 5.13 funds support
Amount	\$191,206 (repeat expenditure)	\$193,118 (repeat expenditure)	\$200,456 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III

Budget Reference	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.	1000-1999 Certificated Salaries; Action 5.13 funds support.
Amount	\$166,417 (repeat expenditure)	\$168,081 (repeat expenditure)	\$139,652 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.	2000-2999 Classified Salaries; Action 5.13 funds support.
Amount	\$107,536 (repeat expenditure)	\$109,913 (repeat expenditure)	\$98,852 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.	3000-3999 Employee Benefits; Action 5.13 funds support.
Amount	\$142,876 (repeat expenditure)	\$147,434 (repeat expenditure)	\$235,559 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.	4000-4999 Books and Supplies; Action 5.13 funds support.
Amount	\$13,420 (repeat expenditure)	\$13,848 (repeat expenditure)	\$57,064 (repeat expenditure)
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support	7000-7499 Other; Action 5.13 funds support

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
5.13 Staffing: Provide appropriately trained and credentialed (if required) staff to support EL students in their regular instructional program and during enrichment and/or intervention programs (e.g., EL specialists, bilingual instructional assistants, etc.)		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$656,621	\$689,452	\$689,452
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,669,500	\$1,752,975	\$1,752,975
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$608,748	\$639,184	\$709,891
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$165,000	\$165,000	\$94,293
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$191,206	\$193,118	\$200,456
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$166,417	\$168,081	\$139,652
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III

Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$107,536	\$109,913	\$98,852
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$142,876	\$147,434	\$235,559
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$13,420	\$13,848	\$57,064
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	7000-7499 Other	7000-7499 Other	7000-7499 Other

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$65,321,302	38.02%

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](#)).

CUSD has an unduplicated pupil count (UDP) of approximately 90%. The high population of low income (88%), foster youth (1.3%) and EL students (29%) in CUSD requires that many of the actions using supplemental and concentration funds are allocated to pursue district-wide and/or school-wide activities to improve the academic achievement of all students versus being specifically concentrated on a single subgroup. The actions and services, however, have all been included/ designed to support the academic achievement and school success of the unduplicated populations and are principally directed towards those students.

While some funds were maintained centrally, a portion of the funding (Goal 1 Action 26) of the allocation was provided to the school sites to address individual site needs in the areas outlined by the eight State Priorities and the District's LCAP goals to meet the needs of the unduplicated pupil groups specific to their individual school sites. Each site allocation was determined on a per pupil amount. The Single School Plan (SPSA) development process is used to align the goals and actions within each site SPSA to those of the LCAP and the needs of its unduplicated pupil groups. Actions and services being implemented with the supplemental and concentration grant funds allocated to the school sites include the implementation of intervention programs, professional development for staff, materials & supplies needed for extended learning opportunities, and purchase of supplemental materials/programs that are tailored to low income students, English Learners and Foster Youth. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for the most effective use of funding and to principally direct these services toward the unduplicated count students .

The following actions/services are identified as LEA-wide and are principally directed towards unduplicated students and are effective in increasing or improving services for these students:

Goal 1 :

Assessment & Curriculum Development (Action 1 & 2): Providing a comprehensive district-wide curriculum plan helps us ensure that unduplicated students have adequate and appropriate access to the instructional resources needed to close the achievement gap. In addition to our adopted curriculum, Ed. Services also provides intervention resources, over and above the core, that teachers can use to support the needs of unduplicated students. The multiple assessment platforms available to our teachers (EADMS, Go Formative, Nearpod, etc...) have also proved successful in providing teachers with the necessary disaggregated data and reports on student performance at a granular level (i.e., by unduplicated student sub-group), which help us monitor if these students are receiving all of the support needed to achieve.

Enrichment Programs (STEM Programs, Arts, & PE) (Action 3, 4 & 5): Enrichment programs are critical to supporting the success of our unduplicated students. While arts and physical education are part of the general curriculum and are provided appropriately to all students in CUSD, providing additional enrichment opportunities is important to furthering student engagement and achievement. Unduplicated students at many of our

elementary schools, for example, benefit from additional PE, art, photography, or computer science teachers that are funded centrally. Also, integration of science, technology, engineering, and mathematics (STEM) subject matter is key for students to develop the requisite skills needed for 21st Century learning environments and for 21st Century careers. Providing unduplicated students with multiple opportunities to participate in STEM related programs allows them opportunities that are not always found within the core instruction and allows them to develop skills that will help them be competitive in future academic and career pursuits. Programs such as Project Lead the Way (PLTW), 9 Dots Coding, and our own Lego First Robotics program provide our students with experiences they can apply to a variety of STEM related content.

The feedback that Ed. Services receives from Principals and teachers regarding the enrichment opportunities for our students is very positive. As we walk through classrooms we see evidence of the impact that these opportunities bring to our scholars in terms of engagement, collaboration, communication, and developing their critical thinking skills and academic language. With these programs Foster Youth, low-income students, and EL students are provided with experiences and language opportunities that are critical to enriching their schema and furthering their academic development.

Ed Tech Program & Staffing (Action 6, 7 & 8): Education in the 21st Century must include a rigorous technology program and provide for support of implementation of technology. Providing a combination of district-level and site-level staff to support the implementation of educational technology into regular classroom practices as well as develop new and innovative computer-related courses is critical to providing unduplicated students with appropriate access to experiences and skills needed to achieve at high levels and to be competitive in future careers. The variety of program components (i.e., PD, coaching support, program development, etc.) and additional staffing available also allows unduplicated students to better access a wide variety of intervention programs and supports for closing the achievement gap, increasing their knowledge of English (for both EL and non-EL students), and providing engaging opportunities for these students that are equivalent to their middle and upper middle class peers.

The work that has been done during the last three years in our district in the area of educational technology is truly remarkable. Our Ed. Tech department has provided intensive professional development to our teachers on effective ways to integrate technology in the classroom in order to enhance the teaching and learning of all students, and in particular our unduplicated student population. A clear example of the work that we have been doing is the fact that Compton Unified and El Segundo Unified will lead the 2019-2020 League of Innovate Schools visit, with more than one hundred districts participating nationwide. Ongoing support to schools, teachers, and students from our Ed. Tech department will continue in the future.

Class-size (Action 11): Providing primary grades with lower class sizes (25:1 at K-1 and 26:1 at 2-3) allows for greater teacher-student interaction to support increased achievement. English learners, low-income students, and foster youth students experience smaller group settings allowing additional opportunities to interact directly with the teacher during instruction. With small classes it is easier to create a sense of community in the classroom, and these students have more opportunities to work one-on-one with their teacher and receive feedback. Research supports that unduplicated students can improve achievement through participating in small class sizes and having these types of effective teacher/student interactions. District Collective Bargaining Agreement indicates a 30:1 ratio for K-3.

Extended School Day/ Year (Action 14): By adding instructional days to the school year (CUSD has 183) and by providing longer school days (36 hours annually) we ensure that unduplicated students have more instructional opportunities to learn the skills needed to close the achievement gap.

EL students benefit from additional time learning and using English, while foster youth students and low-income students receive the benefits of additional instructional time to either enrich or intervene their skills depending on their individual needs. We also began implementing our Guidance Alignment Process, an early warning system to track and monitor all students path for college and career readiness at the high school level at least four times a year. Although the Guidance Alignment System tracks all students, it's protocols focuses on our low income students, Foster Youth and English Learners and what particular interventions or support we will provide for them as we review the data. Unduplicated students may not have access to extended learning opportunities outside of the school setting and by providing a longer school year and longer days, CUSD can help support equity in extended learning and intervention opportunities.

Supplemental Materials (Action 20 & 26): Availability of research-based intervention and supplemental resources, aligned to state standards and the core, provide unduplicated students with materials to address their specific needs. These supplementary materials (licenses for online programs such as for i-Ready or Imagine Learning, leveled readers, My SBAC Coach, math manipulatives for UCI lessons, CAASPP Spiral Review, CATQs, ELPAC Spirals, etc...) enrich the core instruction to allow low income, English learners, and Foster Youth opportunities to build schema and better understand complex content. Supplemental materials also allow teachers to address individual student learning needs by having additional intervention materials designed to support learning gaps.

Professional Development (Action 22, 24, & 25; Goal 2 Action 4): Facilitating that teachers have the most current and relevant professional development is key to ensuring they provide the most rigorous and appropriate lessons for students. Research shows that improved teacher effectiveness, through professional development, helps students achieve at higher levels, better understand content, and close the achievement gap. Ensuring that classified staff are highly trained to provide supplemental services to students is critical to providing robust instructional programs and intervention services. The training sessions provide staff with effective core strategies as well as strategies specific to supporting unduplicated students (i.e., GLAD training for those supporting EL students, reading interventions strategies for low-income and foster youth students, building conceptual understanding through UCI curriculum, etc.). Surveys are completed by teachers for most of our trainings, and Educational Services gather input from them regarding, for example, the quality of the training or how they plan to use the strategies learned. In addition, our Ed. Services team conducts frequent calibration walkthroughs across the district to analyze the level of implementation of our professional development/instructional practices, and look for ways to continue supporting teachers.

Goal 2:

Safety (Action 5): Ensuring safe school campuses is critical to providing unduplicated students with the school environment best designed for learning. By providing additional school based security staff students have a healthier school environment to learn. This additional staff, in an urban setting, provides unduplicated students with another adult they can look to for support on campus. This adult not only maintains a safe environment by patrolling the campus and enforcing safety rules, but he/she also supports students with positive student-to-student interaction. They are mentors and leaders on the campus who can help all unduplicated students with accessing support services (i.e., health & wellness, language services, etc.). They also serve as support systems to our new-comer students as they are actively involved in ensuring safe home school passage and helping students to become part of a new school setting. When unduplicated students feel safe, well-connected and have adult mentors at school their ability to engage in school increases and their students' achievement also increases.

Behavior Intervention Programs (Action 6): Unduplicated students benefit from positive school climate as well as positive discipline systems. Providing a variety of programs to address the varied needs of unduplicated students allows for schools/district to ensure students' needs are met in a well-rounded multi-faceted approach of prevention and intervention activities (i.e., additional support with attendance/enrollment due to non-US schools transcripts eval, or additional foster youth support/counseling services needed for success, etc.).

Our district shows BLUE on the Dashboard for Suspension Rate, which shows that our efforts in this particular area are paying off. "All Students" declined by 2.4, ELs by 1.3%, and Foster Youth by 3.1%. Although 87% of the parents surveyed this year believe that rules and consequences are enforced for all students at their schools, staff and students think differently. Only 62% of the staff and 41% of the students surveyed indicated that school rules are enforced. As we plan for 2019-2020 we will have 8 new schools (cohort #3) participate in Positive Behavior Intervention and Supports (PBIS) training at LACOE. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

In the month of June 2019, we are providing training for four staff members from each school by the International Institute of Restorative Practices (IIRP). The initial 2-day workshop is titled Introducing Restorative Practices and Using Circles Effectively. Day 3 and 4 workshops are titled Facilitating Restorative Conferences.

This year we piloted *Moved This World* at Emerson ES, Carver ES, and Bunche ES, helping to transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. Based on conversation with the Principals and the teachers implementing it, the program definitely brings value to our efforts to address the social emotional needs of our students. We may continue with Move This World this upcoming year, although we are exploring other options (e.g. A social emotional learning curriculum called Second Step).

Technology (Action 10): Providing a variety of technology tools for students is critical in ensuring that unduplicated students have full access to the learning tools necessary to close the achievement gap, provide intervention activities, and allow unduplicated students access to information that will enrich and expand their understanding of the world outside of their immediate neighborhood. Working towards a district-wide 1:1 access to technology also requires the supporting infrastructure is functioning at the highest level.

Most of our schools at this point are 1:1. We have been awarded Apple grants for 5 schools, and Verizon grants for 4 additional schools. In addition, both school sites and central office have allocated funding over the years to equip our students with the technology that they need to develop their 21st

century skills. When we walk classrooms in our district we see that all of our students have access to technology devices, which are used not only for interventions, but also for creation and innovation.

Goal 3:

College & Career Ready Programs (Action 2, 3, 4 & 8): Broadening access to courses and programs for unduplicated students is critical to having them have the same opportunities as other students. These actions and services provide extended access to course work/programs such as International Baccalaureate (IB), Advanced Placement (AP), Computer Science (CS), and Early College High School. The partnership that CUSD has with Compton College for its Early College High School program also extends to college level enrichment/extension courses provided to students after school and during summer sessions. Unduplicated students have a variety of opportunities to enroll concurrently in college courses while continuing in high school. Broadening access also includes the development of the various academies within our schools. Some schools are specializing in Project Lead the Way, some are working on robotics and STEAM, others are focused on being a center for the arts all in an effort to provide students with options/experiences/choices that will better prepare them for college and career. AVID plays a huge role in ensuring equity and access to college preparedness for our unduplicated students. Their experiences in the program, elementary through high school help them to not only be ready for the demands of college but to explore the courses that will allow their college/career experience to be rich. Similarly, systems are being put in place to ensure that students take a competitive course of study that goes beyond the minimum A-G requirements, i.e. a 4th year of math. Each action and service extends the access to unduplicated students have to preparing for rigorous college work and expands their individual experiences to broaden their options/choices for the future. In addition, providing these programs that are interesting for students helps support maintaining their interest in school and future careers.

College and Career Readiness: Despite having seen a significant increase in A-G completers, High School graduates, AP course access and AP pass rates, overall students' "Preparedness" status as reported on the CCI is an area of concern. Student groups that rank RED on the dashboard are: African American with 4% overall (234 students), English Learners with 5% (353 students), Foster Youth with 6% (33 students), and students with Disabilities 2% (191). Our alternative school and SPED students are lowest performing.

Additional efforts will be made to increase the amount of students who complete College Coursework, CTE pathways, and obtain proficiency in the SBAC/AP assessments. For example, Dominguez High School will pilot a 3 x 3 with an additional 7th period block schedule. This schedule allows students an extra period to not only make up credits, attend interventions, obtain additional courses but also have greater access to college courses that they would not have had the opportunity with our old schedule. In addition, to increase achievement with our students with special needs we are reviewing and ensuring all courses they take are A-G approved. CUSD understands that there are other factors that affect students path to be successful. Tracking certain indicators such as Absences, Truancies, Suspensions, A-G courses, Grades, Affiliations and Credits earned at each grade level can help us determine how to support our most under-served ELs, Low Income and Foster Youth. Our Guidance Alignment Process allows us to do just that. Guidance Alignment is an early warning system to track and monitor all students path for college and career readiness at the high school level at least four times a year. Guidance Alignment uses a platform called Ewise, a database that queries certain indicators (i.e. suspensions, absences, truancy, A-G, Grades, Credits Earned and affiliations) and allows us to track how students are doing in each one of those indicators. Guidance Alignment allows our school leaders to monitor our Foster Youth, English Learners and Low Income students and provide targeted interventions based on the indicators. Furthermore, CUSD is in the process of restructuring its continuation program to increase the amount of credits required, while also ensuring that students meet A-G requirements. EL and newcomer pathways have been revised to ensure students access coursework that will satisfy "English" credit towards their high school graduation & A-G requirements. Finally, additional world language courses will be offered to our middle school students to increase their A-G completion rates & access to AP world language courses.

Career Technical Education (CTE) (Action 5, 6, & 7): Providing unduplicated students with opportunities to experience high yield, high wage, high growth career pathways is critical to their success following K-12 education. Having a large variety of the current 15 CTE pathways allows students to sample different types of courses or to focus on building a strong foundation before entering a technical school or college/university after graduation.

These pathways extend to our Adult School program where students can continue to access course work to support them both during high school and following graduation. Experience in these types of programs also allows students opportunities for higher paying jobs and internships as they continue their education following the 12th grade.

Extended Counseling Services (Action 9): Lowering the student to counselor ratio allows unduplicated student to receive additional counseling services that include both academic as well as social emotional. It also allows students to develop meaningful relationships with these adult mentors to support student engagement in school and the community.

Goal 4:

Positive School Attendance Programs (Action 1, 2, & 3): Research supports that the more students attend school the better they achieve. Unduplicated students have unique challenges that can impede their ability to attend school in a manner that promotes positive achievement. By establishing additional programs and services that regularly monitor and track unduplicated student attendance, provide interventions when regular attendance is a challenge, and celebrate positive attendance or improvement in attendance we can be certain students are receiving the instruction they need to be successful academically.

When we look at chronic absenteeism, CUSD is ORANGE. Last school year, we our schools were able to clear hundreds of absences through their Saturday Attendance Recovery Program. Unfortunately, this is not possible this school year, which may negatively affect this indicator. At this point, however, and based on our Aeries database system, most of our schools have been able to maintain or improve their chronic absenteeism rates when compared to how they ended last school year.

As we prepare for the upcoming school year, we strive for our <5 Attendance Campaign - including 25, 50, 75 and 100 days smarter positive incentives. An administrator will be assigned to the department in order to closely work schools and families (in many instances families of Foster Youth) in order to address attendance and chronic absenteeism concerns. We also plan to enhance our District Attendance Review Team (DART) providing weekly attendance intervention services to 12 families a week. This has already been indicated on the Annual Update, Analysis/Changes section (Goal 4, Action 1)

Wellness Initiative (Action 4): Creating a trauma-informed and trauma-sensitive environment for students is critical to providing them with the resources needed to overcome and cope with any adverse childhood experiences (ACES) they may encounter. Research supports that children with a high number of ACES or with even one severe instance have difficulty learning and participating in regular classroom settings without support. ACES are not limited to the 10 typically noted, but also include conditions that EL newcomers and others experience around moving to a new culture/country and experiencing the loss of friends, family, and familiar ways of life. ACES can be attributed to any severe life changing condition that affects one's overall sense of safety, security, consistency, etc. The actions and services associated with the Wellness Initiative provide students with the social emotional support and teachers with the skills and strategies for all to be successful in the academic process.

Although efforts are being made to meet the social-emotional needs of all students, and build trauma-informed schools, only 69% of the staff members taking the survey believe that their schools offer the necessary services in this area. As we plan for next school year, we will continue our partnership with CLEAR, and our efforts to build trauma-informed schools. We will also continue with our professional book study, trauma-informed book, *Help for Billy*. Sites will conduct monthly staff development for certificated staff. Finally, we will continue developing our Wellness Centers, expanding it to five more school sites (2 elementary Schools, 1 middle and 2 high schools) for a total of 9 in the CUSD. (Modified Action 4.4)

Parent Engagement (Action 7): Ensuring that parents of unduplicated students are fully aware of the skills and strategies necessary to help their children succeed in school to become college and career ready is an important piece in ensuring that students are supported at home in a manner that will help them to be successful in school. Providing workshops, meetings, and courses to parents that are over and above the general parent/teacher conference, back-to-school night, or open house are important in assisting parents to both understand the content and strategies delivered to their students during the school day and equip them with the tools to support their students at home. Focusing on the unique needs of unduplicated students (i.e., language needs, achievement gaps, behavioral challenges, etc.) for parent workshops supports the unduplicated students both in and out of school by providing their parent or guardian with tools to meet their unique needs.

As we plan towards next school year, our Community Relation Specialists will receive monthly professional development through the book study of *Help for Billy*. The book comes both in English and Spanish. Centralized professional development will then be replicated at each of our schools' Parent Centers in order to reach as many parents as possible. Additionally, our district will provide through our clinical social workers ongoing training on various mental health topics. This has been clearly indicated in the Annual Update, Analysis/Changes section (Modified Action 4.7).

School Connectedness/ Engagement (Action 11): Feeling connected to school is critical to maintaining positive school attendance, improving academic skills, and ensuring students graduate successfully. By expanding the programs and services or extra-curricular activities for students we ensure they develop a connectedness to school that keeps them working toward academic achievement. These programs and services also extend and enrich classroom learning to help students have a wide range of experiences (i.e., expand schema, develop social skills, and improve English language acquisition thru communication with peers) to draw from when in the classroom.

The following actions/ services are noted as limited to unduplicated pupil groups and provide increased/ improved services in the following manner:

Goal 1:

Foster Youth Services (Action 9 & 10): Providing staff specifically assigned to supporting the unique needs of Foster Youth and establishing a system of monitoring and tracking the success, needs, challenges, and services provided for our Foster Youth contributes to their overall success socially and academically. These actions and services provide additional attention and specialized services to our Foster Youth.

Intervention Programs & Materials (Action 12, 13, & 15): The intervention programs and materials described in these a actions and services are designed specifically to meet the unique learning needs of our UDP students by providing them with additional instructional tutors, access to effective research-based computer programs (i.e. IReady, My SBAC Coach etc.) and extended learning opportunities during the regular school year and during the summer. By providing these programs and materials UDP students receive much needed additional instruction to support closing their individual learning gaps.

By paying specific attention to these student groups, we have seen an increase of 23% in the graduation rate for Foster Youth, and an increase of 13.6 % in the graduation rate for our Homeless Youth. Unfortunately, our Foster Youth College and Career Readiness has declined by 3.9% with 6.1% of 33 students being prepared; whereas, our Homeless declined at a greater rate of 8.4% with 16% of 81 Homeless Youth prepared for college. The suspension rate for our CUSD Foster Youth has decreased by 3.1 % with a suspension rate of 4.8% of 598 youth. Training and Interventions for both the CUSD Foster and Homeless Youth (Restorative Justice) has been initiated district wide to assist with decreasing the suspension rate to under 1%. Our CUSD Homeless suspension rate has also decreased by 2% with an overall suspension rate of 4.6%. Our CUSD Foster Youth Chronic Attendance rate has declined by 1.4% with an overall attendance rate of 18.9% adjusted for of 412 identified youth. However, our CUSD Homeless Youth Chronic Attendance rate has increased by 1.8% with an overall rate of 26.2%. The information provided to evaluate the academic growth / progress and or decline can be found online at the CDE / Dashboard website. This hard evidence identifies the strengths and needs associated with our CUSD Foster and Homeless Youth.

Intervention & Enrichment Programs (GATE) (Action 17): Research supports that unduplicated students are typically under-identified for gifted services or enrichment opportunities. These actions and services are focused to ensure low income, English learners, and Foster Youth are identified for gifted and enrichment services at the same rate as their peers. As a result of our efforts, the number of newly identified GATE students has increased over the years: 2018/19: 295 (fall referrals), 2017/18: 282 referrals, 2016/17: 265 referrals, and 2015/16: 225 referrals.

Interventions and Enrichment & Professional Development Specialists Support (Action 19 & 23):

Providing coaching to classroom teachers, by peers who excel in educational strategies and instructional pedagogy, is critical to improving classroom instruction and increasing the achievement of unduplicated students. Providing staff that specialize in reading and math, intervention services, technology, etc. to support small group student instruction are critical to providing effective intervention programs. These actions and services provide additional certificated staff members to serve as instructional coaches and intervention teachers to support creating environments that allow closing the achievement gap for our unduplicated students. The Dashboard shows that we have made progress in both English Language Arts and Mathematics over the last three years, and this is due in part to the work performed by our Curriculum Specialists. As we plan for 2019-2020, the duties performed by many of the Curriculum Specialists in the district will be coordinated by Central Office, but they will still focus on providing direct services to unduplicated students and developing the instructional practices of our teachers.

Goal 3

Parent Engagement (Action 10): CUSD is committed to building parent social capital. Often parents/guardians of unduplicated students are not

familiar with how to navigate the complex processes and procedures associated with attending college. From A-G, FAFSA, and College Applications, it can be daunting and frustrating for many of our students and families as they try to tackle the many requirements and deadlines associated with college admissions. This action allow for additional parent workshops specifically designed to support families of low income, English learners, and Foster Youth in tackling the path to college and ensure they have continuous support and accurate information throughout the whole process towards college access.

This year, multiple workshops have been offered regarding the aforementioned goal and tasks. Workshops are always offered in both English and Spanish. While parent/student engagement cannot directly be attributed to increases in hard data, it can be said that it has had indirect impact in increasing A-G, FAFSA, HS Graduation, college applications, and college acceptance. We will continue our efforts to engage parents during the upcoming school year.

Goal 4:

At-Risk Student Support Services (Action 6): Providing staff to monitor and evaluate district-wide intervention programs and services is critical to ensure that a system with 90% unduplicated students has programs and services that are effective. These actions are related to providing district-wide intervention opportunities specifically for unduplicated students and at coordinating district-wide parent engagement activities to support improvement for "at-risk" students.

This year, intervention and enrichment programs were provided to students through the Alternative Support Program to support the needs of at-risk students and those who are in danger of not meeting grade level requirements and standards. In addition, students were provided additional support in mathematics through a partnership with the Boothstrap program overseen by Northrop Grumman engineers. Parents of at-risk students also received support through various workshops presented by site personnel and the district staff through the newly formed Family Leadership Academy.

Internal data gathered through internal assessments (pre/post assessments and progress monitoring), calibration walkthroughs, and conversation with site Principals and classroom teachers show that our unduplicated students have made progress both in the areas of English Language Arts and Mathematics. This is also reflected on the California Dashboard, although our Foster Youth student group remains an area of concern. Therefore, we plan to continue with our at-risk student support services included under Action 6.

Parent Engagement (Action 8): To ensure appropriate levels of family support for unduplicated students, parents/guardians must be involved in the educational process. The actions and services here provided additional parent meetings or conferences, additional parent workshops, and additional parent engagement activities targeted to the specific needs of unduplicated students over an above the general supports provided in Goal 4.

The parents and guardians of at-risk students were provided with a variety of trainings and workshops through the school sites and various departments on relevant information and skills necessary for improving students academic outcomes. At the district level, Community Relations Specialists were trained on providing a series of workshops at their respective school sites through the Family Leadership Academy. Among the workshops provided at the different locations includes: Parenting Awareness, Future Ready Learner, Health and Wellness workshops, and Personal Growth and Development. Parents were also provided training in the areas of mathematics and English Language Arts via Math and Literacy Night. Through these programs, parents were provided with the skills they need to assist their children with homework and other assigned projects.

Goal 5:

Expanded Programs (Action 5): Providing expanded programs for English learners is critical to supporting their maintenance of their primary language and culture. These actions and services provide for Dual Immersion programs, native speaker language courses, etc. so English Learners graduate bi-literate.

Interventions Programs & Materials (Action 6, 7, 8 & 9): Supporting students becoming proficient in English when their primary language is not English is important to the overall academic success of our English learners. By providing additional programs and materials that are targeted to meet the demands of learning English versus learning to read and write are critical to improving student achievement.

Parent Engagement (Action 10 & 11): The needs of English learner parents are as unique and varied as those of their students. Providing additional workshops and support activities that are targeted to parents, is important in increasing the achievement of their students and allowing them to feel fully

engaged in the school community.

Professional Development (Action 12): Working with English learners is not unique to a specific grade level teacher or a specific subject matter teacher. All teachers, who have English learners in their classrooms, need to understand the demands of these learners and have the skills and strategies to support them learning both content and language effectively. These actions support professional development designed to address working with English learners over and above core subject professional development.

Instructional Support Staff (Action 13): Having support staff (EL Specialists and Bilingual Instructional Assistants) who speak the primary language of the student can be a key factor in the student progressing to independence in the new language - English. Providing additional support staff for these students is the main focus of this action.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$61,171,373	35.50%

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](#)).

CUSD has an unduplicated pupil count of approximately 90%. The high population of low income (87.5%), foster youth (1.6%) and EL students (35.9%) in CUSD necessitates that many of the actions using supplemental and concentration funds are allocated to pursue district-wide and/or school-wide activities to improve the academic achievement of all students versus being specifically concentrated on a single subgroup. The actions and services, however, have all been included/developed to support the academic achievement and school success of the unduplicated populations and are principally directed towards those students.

While some funds were maintained centrally, a portion of the funding (approximately \$13 million; Goal 1 Action 26) of the allocation was provided to the school sites to address individual site needs in the areas outlined by the eight State Priorities and the District's LCAP goals to meet the needs of the unduplicated pupil groups specific to their individual school sites. Each site allocation was determined on a per pupil amount. The Single School Plan (SPSA) development process is used to align the goals and actions within each site SPSA to those of the LCAP and the needs of its unduplicated pupil groups. Actions and services being implemented with the supplemental and concentration grant funds allocated to the school sites include the implementation of intervention programs, professional development for staff, materials & supplies needed for extended learning opportunities, and purchase of supplemental materials/programs that are tailored to low income students, English Learners and Foster Youth. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus, the most effective use of funding and to principally direct these services toward the unduplicated count students .

The following actions/services are identified as **LEA-wide** and are principally directed towards unduplicated students and are effective in increasing or improving services for these students:

Goal 1:

Assessment & Curriculum Development (Action 1 & 2): Providing ongoing targeted assessment that is aligned to a comprehensive district-wide curriculum plan ensures that UDP students have adequate and appropriate access to the instructional resources needed to close the achievement gap. These tools also ensure that intervention resources, over and above the core, are identified for teachers so they can use them to support the needs of UDP students. Finally, regular monitoring of student performance, at a granular level (i.e., by UDP sub-group), provide by these tools ensures students are receiving all of the support needed to achieve.

Enrichment Programs (STEM Programs, Arts, & PE) (Action 3, 4 & 5): Enrichment programs are critical to supporting the success of our unduplicated students. While Arts and Physical Education are part of the general curriculum and are provided appropriately to all students in CUSD, providing additional enrichment moments is important to furthering student engagement and achievement. Providing additional teachers to teach the enrichment activities is part of how the actions for all of these programs are achieved - arts, PE and STEM. Also, integration of science, technology, engineering, and mathematics (STEM) subject matter is key for students to develop the requisite skills needed for 21st Century learning environments and for 21st Century careers. Providing UDP students with multiple opportunities to participate in STEM related programs allows them opportunities that are not always found within the core instruction and allows them to develop skills that will help them be competitive in future academic and career pursuits. Programs such as Project Lead the Way (PLTW), Mesa, and or own Lego First Robotics program provide students with experiences they can apply to a variety of STEM related content. With these programs Foster Youth, low-income students, and EL students will be provided with experiences and language opportunities that are critical to enriching their schema and furthering their academic development.

Ed Tech Program & Staffing (Action 6, 7 & 8): Education in the 21st Century must include a rigorous technology program and provide for support of implementation of technology. Providing a combination of district-level and site-level staff to support the implementation of educational technology into regular classroom practices as well as develop new and innovative computer related courses is critical to providing UDP students with appropriate access to experiences and skills needed to achieve at high levels and to be competitive in future careers. The variety of program components (i.e., PD, coaching support, program development, etc.) and additional staffing available also allows UDP students to better access a wide variety of intervention programs and supports for closing the achievement gap, increasing their knowledge of English (for both EL and non-EL students), and providing engaging opportunities for these students that are equivalent to their middle and upper middle class peers.

Class-size (Action 11): Providing primary grades with lower class sizes (25:1 at K-1 and 26:1 at 2-3) allows for greater teacher student interaction to support increased achievement. English learners, low-income students, and foster youth students will experience smaller group settings allowing additional opportunities to interact directly with the teacher during instruction. These students will have additional time to respond to questions during whole class lessons as the ratio of student to teacher is lower. Research supports that UDP students can improve achievement through having these types of effective teacher/student interactions. District Collective Bargaining Agreement indicates a 30:1 ratio for K-3.

Extended School Day/Year (Action 14): Providing UDP students with additional instructional minutes through adding school days (CUSD has 183) to the school year and by providing longer school days (36 hours annually) supports improving student achievement by ensuring students have more instructional opportunities to learn the skills needed to close the achievement gap. EL students will benefit from additional time learning and using English, while foster youth students and low-income students will receive the benefits of additional instructional time to either enrich or intervene their skills depending on their individual needs. UDP students may not have access to extended learning opportunities outside of the school setting and by providing a longer school year and longer days, CUSD can help support equity in extended learning and intervention opportunities.

Supplemental Materials (Action 20 & 26): Availability of research-based intervention and supplemental resources, aligned to state standards and the core, provide UDP students with materials to address their specific needs. These supplemental materials enrich the core instruction to allow low income, English learners, and Foster Youth opportunities to build schema and better understand complex content. Supplemental materials also allow teachers to address individual student learning needs by having additional intervention materials designed to support learning gaps.

Professional Development (Action 22, 24, & 25; Goal 2 Action 4): Facilitating that teachers have the most current and relevant professional

development is key to ensuring they provide the most rigorous and appropriate lessons for students. Research shows that improved teacher effectiveness, through professional development, helps students achieve at higher levels, better understand content, and close the achievement gap. Ensuring that classified staff are highly trained to provide supplemental services to students is critical to providing robust instructional programs and intervention services. The training sessions provide staff with effective core strategies as well as strategies specific to supporting UDP students (i.e., GLAD training for those supporting EL students, reading interventions strategies for low-income and foster youth students, etc.).

Goal 2:

Safety (Action 5): Ensuring safe school campuses is critical to providing UDP students with the school environment best designed for learning. By providing additional school based security staff students have a healthier school environment to learn. This additional staff, in an urban setting, provide UDP students with an other adult they can look to for support on campus. This adult not only maintains a safe environment by patrolling the campus and enforcing safety rules, but he/she also support students with positive student to student interaction. They are mentors and leaders on the campus who can help all UDP students with accessing support services (i.e., health & wellness, language services, etc.). They also serve as support systems to our new-comer students as they are actively involved in ensuring safe home school passage and helping student to become part of a new school setting. When UDP students feel safe, well connected and have adult mentors at school their ability to engage in school increases and their student achievement also increases.

Behavior Intervention Programs (Action 6): Unduplicated students benefit from positive school climate as well as positive discipline systems. Providing a variety of programs to address the varied need of UDP students allows for schools/district to ensure students needs are met in a well-rounded multi-faceted approach of prevention and intervention activities (i.e., additional support with attendance/enrollment due to non-US schools transcripts eval, or additional foster youth support/counseling services needed for success, etc.).

Technology (Action 10): Providing a variety of technology tools for students is critical in ensuring that UDP students have full access to the learning tools necessary to close the achievement gap, provide intervention activities, and allow UDP students access to information that will enrich and expand their understanding of the world outside of their immediate neighborhood. Working towards a district-wide 1:1 access to technology also requires the supporting infrastructure is functioning at the highest level.

Goal 3:

College & Career Ready Programs (Action 2, 3, 4 & 8): Broadening access to courses and programs for UDP students is critical to having them have the same opportunities as other students. These actions and services provide extended access to course work/programs such as International Baccalaureate (IB), Advanced Placement (AP), Computer Science (CS), and Early College High School. The partnership that CUSD has with El Camino College for its Early College High School program also extends to college level enrichment/extension courses provided to students after school and during summer sessions. UDP students have a variety of opportunities to enroll concurrently in college while continuing in high school. Broadening access also includes the development of the various academies within our schools. Some schools are specializing in Project Lead the Way, some are working on robotics and STEAM, others are focused on being a center for the arts all in an effort to provide students with options/experiences/choices that will better prepare them for college and career. AVID plays a huge role in ensuring equity and access to college preparedness for out UDP students. Their experiences in the program elementary through high school help them to not only be ready for the demands of college but to explore the courses that will allow their college/career experience to be rich. Each action and service extends the access UDP students have to preparing for rigorous college work and expands their individual experiences to broaden their options/choices for the future. In addition, providing these programs that are interesting for students helps support maintaining their interest in school and future careers.

Career Technical Education (CTE) (Action 5, 6, & 7): Providing UDP students with opportunities to experience high yield, high wage, high growth career pathways is critical to their success following K-12 education. Having a large variety of the current 15 CTE pathways allows students to sample different types of courses or to focus on building a strong foundation before entering a technical school or college/university after graduation. These pathways extend to our Adult School program where students can continue to access course work to support them both during high school and

following graduation. Experience in these types of programs also allows students opportunities for higher paying jobs and internships as they continue their education following the 12th grade.

Extended Counseling Services (Action 9): Lowering the student to counselor ratio allows UDP student to receive additional counseling services that include both academic as well as social emotional. It also allows students to develop meaningful relationships with these adult mentors to support student engagement in school and the community.

Goal 4:

Positive School Attendance Programs (Action 1, 2, & 3): Research supports that the more students attend school the better they achieve. UDP students have unique challenges that can impede their ability to attend school in a manner that promotes positive achievement. By establishing additional programs and services that regularly monitor and track UDP student attendance, provide interventions when regular attendance is a challenge, and celebrate positive attendance or improvement in attendance we can be certain students are receiving the instruction they need to be successful academically.

Wellness Initiative (Action 4): Creating a trauma informed and trauma sensitive environment for students is critical to providing them with the resources needed to overcome and cope with any adverse childhood experiences (ACES) they may encounter. Research supports that children with a high number of ACES or with even one severe instance have difficulty learning and participating in regular classroom settings without support. ACES are not limited to the 10 typically noted, but also include conditions that EL newcomers and others experience around moving to a new culture/country and experiencing the loss of friends, family, and familiar ways of life. ACES can be attributed to any severe life changing condition that effects ones overall sense of safety, security, consistency, etc. The actions and services associated with the Wellness Initiative provide students with the social emotional support and teachers with the skills and strategies for all to be successful in the academic process.

Parent Engagement (Action 7): Ensuring that parents of UDP students are fully aware of the skills and strategies necessary to help their children succeed in school to become college and career ready is an important piece in ensuring that students are support at home in a manner that will help them to be successful in school. Providing workshops, meetings, and courses to parents that are over and above the general parent/teacher conference, back-to-school night, or open house are important in assisting parents to both understand the content and strategies delivered to their students during the school day and equip them with the tools to support their students at home. Focusing on the unique needs of UDP students (i.e., language needs, achievement gaps, behavioral challenges, etc.) for parent workshops supports the UDP students both in and out of school by providing their parent or guardian with tools to meet their unique needs.

School Connectedness/Engagement (Action 11): Feeling connected to school is critical to maintaining positive school attendance, improving academic skills, and ensuring students graduate successfully. By expanding the programs and services or extra-curricular activities for students we ensure they develop a connectedness to school that keeps them working toward academic achievement. These programs and services also extend and enrich classroom learning to help students have a wide range of experiences (i.e., expand schema, develop social skills, and improve English language acquisition thru communication with peers) to draw from when in the classroom.

The following actions/services are noted as **limited** to unduplicated pupil groups and provide increased/improved services in the following manner:

Goal 1:

Foster Youth Services (Action 9 & 10): Providing staff specifically assigned to supporting the unique needs of Foster Youth and establishing a system of monitoring and tracking the success, needs, challenges, and services provided for our Foster Youth contributes to their overall success socially and academically. These actions and services provide additional attention and specialized services to our Foster Youth.

Intervention Programs & Materials (Action 12, 13, & 15): The intervention programs and materials described in these a actions and services are designed specifically to meet the unique learning needs of our UDP students by providing them with additional instructional tutors, access to

effective research-based computer programs (i.e. IReady, My SBAC Coach etc.) and extended learning opportunities during the regular school year and during the summer. By providing these programs and materials UDP students receive much needed additional instruction to support closing their individual learning gaps.

Enrichment Programs (Action 17): Research supports that UDP students are typically under identified for gifted services or enrichment opportunities. These actions and services are focused to ensure low income, English learners, and Foster Youth are identified for gifted and enrichment services at the same rate as their peers.

Professional Development Specialists Support (Action 19 & 23): Providing coaching to classroom teachers, by peers who excel in educational strategies and instructional pedagogy, is critical to improving classroom instruction and increasing the achievement of UDP students. Providing staff that are specialized in intervention services, technology, etc. to support small group student instruction are critical to providing effective intervention programs. These actions and services provide additional certificated staff members to serve as instructional coaches and intervention teachers to support creating environments that allow closing the achievement gap for our UDP students.

Goal 3:

Parent Engagement (Action 10): Often parents/guardians of UDP students are not familiar with the various processes and procedures associated with attending college or technical school. These actions allow for additional parent workshops specifically designed to support families of low income, English learners, and Foster Youth in tackling the path to college or technical school.

Goal 4:

At-Risk Student Support Services (Action 6): Providing staff to monitor and evaluate district-wide intervention programs and services is critical to ensuring that a system with 90% UDP students has programs and services that are effective. These actions are related to providing district-wide intervention opportunities specifically for UDP students and at coordinating district-wide parent engagement activities to support improvement for "at-risk" students.

Parent Engagement (Action 8): To ensure appropriate levels of family support for UDP students parents/guardians must be involved in the educational process. The actions and services here provide additional parent meetings or conferences, additional parent workshops, and additional parent engagement activities target to the specific needs of UDP students over an above the general supports provided in Goal 4.

Goal 5:

Expanded Programs (Action 5): Providing expanded programs for English learners is critical to supporting their maintenance of their primary language and culture. These actions and services provide for Dual Immersion programs, native speaker language courses, etc. so English Learners graduate bi-literate.

Interventions Programs & Materials (Action 6, 7, 8 & 9): Supporting students becoming proficient in English when their primary language is not English is important to the overall academic success of our English learners. By providing additional programs and materials that are targeted to meet the demands of learning English versus learning to read and write are critical to improving student achievement.

Parent Engagement (Action 10 & 11): The needs of English learner parents are as unique and varied as those of their students. Providing additional workshops and support activities that are targeted to parents, who are also English learners, is important in increasing the achievement of their students and allowing them to feel fully engaged in the school community.

Professional Development (Action 12): Working with the English learners is not unique to a specific grade level teacher or a specific subject matter teacher. All teachers, who have English learners in their classrooms, need to understand the demands of these learners and have the skills and strategies to support them learning both content and language effectively. These actions support professional development designed to address

working with English learners over and above core subject professional development.

Instructional Support Staff (Action 13): Having support staff who speak the primary language of the student can be a key factor in the student progressing to independence in the new language - English. Providing additional support staff for these students is the main focus of this action.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$54,541,025	33.34%

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](#)).

CUSD has an unduplicated pupil count of approximately 90%. The high population of low income, foster youth and EL students in CUSD necessitates that many of the actions using supplemental and concentration funds are allocated to pursue district-wide and/or school-wide activities to improve the academic achievement of all students versus being specifically concentrated on a single subgroup. The actions and services, however, have all been included/designed to support the academic achievement and school success of the unduplicated populations and are principally directed towards those students.

While some funds were maintained centrally, a portion of the funding (approximately \$13 million; Goal 1 Action 26) of the allocation was provided to the school sites to address individual site needs in the areas outlined by the eight State Priorities and the District's LCAP goals to meet the needs of the unduplicated pupil groups specific to their individual school sites. Each site allocation was determined on a per pupil amount. The Single School Plan (SPSA) development process is used to align the goals and actions within each site SPSA to those of the LCAP and the needs of its unduplicated pupil groups. Actions and services being implemented with the supplemental and concentration grant funds allocated to the school sites include the implementation of intervention programs, professional development for staff, materials & supplies needed for extended learning opportunities, and purchase of supplemental materials/programs that are tailored to low income students, English Learners and Foster Youth. All expenditures are processed through the district office using the categorical expenditure request system where proposed expenditures are monitored for focus, the most effective use of funding and to principally direct these services toward the unduplicated count students .

The following actions/services are identified as **LEA-wide** and are principally directed towards unduplicated students and are effective in increasing or improving services for these students:

Goal 1:

Assessment & Curriculum Development (Action 1 & 2): Providing ongoing targeted assessment that is aligned to a comprehensive district-wide curriculum plan ensures that UDP students have adequate and appropriate access to the instructional resources needed to close the achievement gap. These tools also ensure that intervention resources, over and above the core, are identified for teachers so they can use them to support the needs of UDP students. Finally, regular monitoring of student performance, at a granular level (i.e., by UDP sub-group), provide by these tools ensures students are receiving all of the support needed to achieve.

Enrichment Programs (STEM Programs, Arts, & PE) (Action 3, 4 & 5): Enrichment programs are critical to supporting the success of our unduplicated students. While Arts and Physical Education are part of the general curriculum and are provided appropriately to all students in CUSD, providing additional enrichment moments is important to furthering student engagement and achievement. Providing additional teachers to teach the enrichment activities is part of how the actions for all of these programs are achieved - arts, PE and STEM. Also, integration of science, technology, engineering, and mathematics (STEM) subject matter is key for students to develop the requisite skills needed for 21st Century learning environments and for 21st Century careers. Providing UDP students with multiple opportunities to participate in STEM related programs allows them opportunities that are not always found within the core instruction and allows them to develop skills that will help them be competitive in future academic and career pursuits. Programs such as Project Lead the Way (PLTW), Mesa, and our own Lego First Robotics program provide students with experiences they can apply to a variety of STEM related content. With these programs Foster Youth, low-income students, and EL students will be provided with experiences and language opportunities that are critical to enriching their schema and furthering their academic development.

Ed Tech Program & Staffing (Action 6, 7 & 8): Education in the 21st Century must include a rigorous technology program and provide for support of implementation of technology. Providing a combination of district-level and site-level staff to support the implementation of educational technology into regular classroom practices as well as develop new and innovative computer related courses is critical to providing UDP students with appropriate access to experiences and skills needed to achieve at high levels and to be competitive in future careers. The variety of program components (i.e., PD, coaching support, program development, etc.) and additional staffing available also allows UDP students to better access a wide variety of intervention programs and supports for closing the achievement gap, increasing their knowledge of English (for both EL and non-EL students), and providing engaging opportunities for these students that are equivalent to their middle and upper middle class peers.

Class-size (Action 11): Providing primary grades with lower class sizes (25:1 at K-1 and 26:1 at 2-3) allows for greater teacher student interaction to support increased achievement. English learners, low-income students, and foster youth students will experience smaller group settings allowing additional opportunities to interact directly with the teacher during instruction. These students will have additional time to respond to questions during whole class lessons as the ratio of student to teacher is lower. Research supports that UDP students can improve achievement through having these types of effective teacher/student interactions. District Collective Bargaining Agreement indicates a 30:1 ratio for K-3.

Extended School Day/Year (Action 14): Providing UDP students with additional instructional minutes through adding school days (CUSD has 183) to the school year and by providing longer school days (36 hours annually) supports improving student achievement by ensuring students have more instructional opportunities to learn the skills needed to close the achievement gap. EL students will benefit from additional time learning and using English, while foster youth students and low-income students will receive the benefits of additional instructional time to either enrich or intervene their skills depending on their individual needs. UDP students may not have access to extended learning opportunities outside of the school setting and by providing a longer school year and longer days, CUSD can help support equity in extended learning and intervention opportunities.

Supplemental Materials (Action 20 & 26): Availability of research-based intervention and supplemental resources, aligned to state standards and the core, provide UDP students with materials to address their specific needs. These supplemental materials enrich the core instruction to allow low income, English learners, and Foster Youth opportunities to build schema and better understand complex content. Supplemental materials also allow teachers to address individual student learning needs by having additional intervention materials designed to support learning gaps.

Professional Development (Action 22, 24, & 25; Goal 2 Action 4): Facilitating that teachers have the most current and relevant professional development is key to ensuring they provide the most rigorous and appropriate lessons for students. Research shows that improved teacher effectiveness, through professional development, helps students achieve at higher levels, better understand content, and close the achievement gap. Ensuring that classified staff are highly trained to provide supplemental services to students is critical to providing robust instructional programs and intervention services. The training sessions provide staff with effective core strategies as well as strategies specific to supporting UDP students (i.e., GLAD training for those supporting EL students, reading interventions strategies for low-income and foster youth students,

etc.).

Goal 2:

Safety (Action 5): Ensuring safe school campuses is critical to providing UDP students with the school environment best designed for learning. By providing additional school based security staff students have a healthier school environment to learn. This additional staff, in an urban setting, provide UDP students with an other adult they can look to for support on campus. This adult not only maintains a safe environment by patrolling the campus and enforcing safety rules, but he/she also support students with positive student to student interaction. They are mentors and leaders on the campus who can help all UDP students with accessing support services (i.e., health & wellness, language services, etc.). They also serve as support systems to our new-comer students as they are actively involved in ensuring safe home school passage and helping student to become part of a new school setting. When UDP students feel safe, well connected and have adult mentors at school their ability to engage in school increases and their student achievement also increases.

Behavior Intervention Programs (Action 6): Unduplicated students benefit from positive school climate as well as positive discipline systems. Providing a variety of programs to address the varied need of UDP students allows for schools/district to ensure students needs are met in a well-rounded multi-faceted approach of prevention and intervention activities (i.e., additional support with attendance/enrollment due to non-US schools transcripts eval, or additional foster youth support/counseling services needed for success, etc.).

Technology (Action 10): Providing a variety of technology tools for students is critical in ensuring that UDP students have full access to the learning tools necessary to close the achievement gap, provide intervention activities, and allow UDP students access to information that will enrich and expand their understanding of the world outside of their immediate neighborhood. Working towards a district-wide 1:1 access to technology also requires the supporting infrastructure is functioning at the highest level.

Goal 3:

College & Career Ready Programs (Action 2, 3, 4 & 8): Broadening access to courses and programs for UDP students is critical to having them have the same opportunities as other students. These actions and services provide extended access to course work/programs such as International Baccalaureate (IB), Advanced Placement (AP), Computer Science (CS), and Early College High School. The partnership that CUSD has with El Camino College for its Early College High School program also extends to college level enrichment/extension courses provided to students after school and during summer sessions.

UDP students have a variety of opportunities to enroll concurrently in college while continuing in high school. Broadening access also includes the development of the various academies within our schools. Some schools are specializing in Project Lead the Way, some are working on robotics and STEAM, others are focused on being a center for the arts all in an effort to provide students with options/experiences/choices that will better prepare them for college and career. AVID plays a huge role in ensuring equity and access to college preparedness for out UDP students. Their experiences in the program elementary through high school help them to not only be ready for the demands of college but to explore the courses that will allow their college/career experience to be rich. Each action and service extends the access UDP students have to preparing for rigorous college work and expands their individual experiences to broaden their options/choices for the future. In addition, providing these programs that are interesting for students helps support maintaining their interest in school and future careers.

Career Technical Education (CTE) (Action 5, 6, & 7): Providing UDP students with opportunities to experience high yield, high wage, high growth career pathways is critical to their success following K-12 education. Having a large variety of the current 15 CTE pathways allows students to sample different types of courses or to focus on building a strong foundation before entering a technical school or college/university after graduation.

These pathways extend to our Adult School program where students can continue to access course work to support them both during high school and following graduation. Experience in these types of programs also allows students opportunities for higher paying jobs and internships as they continue their education following the 12th grade.

Extended Counseling Services (Action 9): Lowering the student to counselor ratio allows UDP student to receive additional counseling services that include both academic as well as social emotional. It also allows students to develop meaningful relationships with these adult mentors to support student engagement in school and the community.

Goal 4:

Positive School Attendance Programs (Action 1, 2, & 3): Research supports that the more students attend school the better they achieve. UDP students have unique challenges that can impede their ability to attend school in a manner that promotes positive achievement. By establishing additional programs and services that regularly monitor and track UDP student attendance, provide interventions when regular attendance is a challenge, and celebrate positive attendance or improvement in attendance we can be certain students are receiving the instruction they need to be successful academically.

Wellness Initiative (Action 4): Creating a trauma informed and trauma sensitive environment for students is critical to providing them with the resources needed to overcome and cope with any adverse childhood experiences (ACES) they may encounter. Research supports that children with a high number of ACES or with even one severe instance have difficulty learning and participating in regular classroom settings without support. ACES are not limited to the 10 typically noted, but also include conditions that EL newcomers and others experience around moving to a new culture/country and experiencing the loss of friends, family, and familiar ways of life. ACES can be attributed to any severe life changing condition that effects ones overall sense of safety, security, consistency, etc. The actions and services associated with the Wellness Initiative provide students with the social emotional support and teachers with the skills and strategies for all to be successful in the academic process.

Parent Engagement (Action 7): Ensuring that parents of UDP students are fully aware of the skills and strategies necessary to help their children succeed in school to become college and career ready is an important piece in ensuring that students are support at home in a manner that will help them to be successful in school. Providing workshops, meetings, and courses to parents that are over and above the general parent/teacher conference, back-to-school night, or open house are important in assisting parents to both understand the content and strategies delivered to their students during the school day and equip them with the tools to support their students at home. Focusing on the unique needs of UDP students (i.e., language needs, achievement gaps, behavioral challenges, etc.) for parent workshops supports the UDP students both in and out of school by providing their parent or guardian with tools to meet their unique needs.

School Connectedness/Engagement (Action 11): Feeling connected to school is critical to maintaining positive school attendance, improving academic skills, and ensuring students graduate successfully. By expanding the programs and services or extra-curricular activities for students we ensure they develop a connectedness to school that keeps them working toward academic achievement. These programs and services also extend and enrich classroom learning to help students have a wide range of experiences (i.e., expand schema, develop social skills, and improve English language acquisition thru communication with peers) to draw from when in the classroom.

The following actions/services are noted as **limited** to unduplicated pupil groups and provide increased/improved services in the following manner:

Goal 1:

Foster Youth Services (Action 9 & 10): Providing staff specifically assigned to supporting the unique needs of Foster Youth and establishing a system of monitoring and tracking the success, needs, challenges, and services provided for our Foster Youth contributes to their overall success socially and academically. These actions and services provide additional attention and specialized services to our Foster Youth.

Intervention Programs & Materials (Action 12, 13, & 15): The intervention programs and materials described in these actions and services are designed specifically to meet the unique learning needs of our UDP students by providing them with additional instructional tutors, access to effective research-based computer programs (i.e. Achieve 3000, IReady, etc.) and extended learning opportunities during the regular school year and during the summer. By providing these programs and materials UDP students receive much needed additional instruction to support closing their individual learning gaps.

Enrichment Programs (Action 17): Research supports that UDP students are typically under identified for gifted services or enrichment opportunities. These actions and services are focused to ensure low income, English learners, and Foster Youth are identified for gifted and enrichment services at the same rate as their peers.

Professional Development Specialists Support (Action 19 & 23): Providing coaching to classroom teachers, by peers who excel in educational strategies and instructional pedagogy, is critical to improving classroom instruction and increasing the achievement of UDP students. Providing staff that are specialized in intervention services, technology, etc. to support small group student instruction are critical to providing effective intervention programs. These actions and services provide additional certificated staff members to serve as instructional coaches and intervention teachers to support creating environments that allow closing the achievement gap for our UDP students.

Goal 3:

Parent Engagement (Action 10): Often parents/guardians of UDP students are not familiar with the various processes and procedures associated with attending college or technical school. These actions allow for additional parent workshops specifically designed to support families of low income, English learners, and Foster Youth in tackling the path to college or technical school.

Goal 4:

At-Risk Student Support Services (Action 6): Providing staff to monitor and evaluate district-wide intervention programs and services is critical to ensuring that a system with 90% UDP students has programs and services that are effective. These actions are related to providing district-wide intervention opportunities specifically for UDP students and at coordinating district-wide parent engagement activities to support improvement for "at-risk" students.

Parent Engagement (Action 8): To ensure appropriate levels of family support for UDP students parents/guardians must be involved in the educational process. The actions and services here provide additional parent meetings or conferences, additional parent workshops, and additional parent engagement activities target to the specific needs of UDP students over an above the general supports provided in Goal 4.

Goal 5:

Expanded Programs (Action 5): Providing expanded programs for English learners is critical to supporting their maintenance of their primary language and culture. These actions and services provide for Dual Immersion programs, native speaker language courses, etc. so English Learners graduate bi-literate.

Interventions Programs & Materials (Action 6, 7, 8 & 9): Supporting students becoming proficient in English when their primary language is not English is important to the overall academic success of our English learners. By providing additional programs and materials that are targeted to meet the demands of learning English versus learning to read and write are critical to improving student achievement.

Parent Engagement (Action 10 & 11): The needs of English learner parents are as unique and varied as those of their

students. Providing additional workshops and support activities that are targeted to parents, who are also English learners, is important in increasing the achievement of their students and allowing them to feel fully engaged in the school community.

Professional Development (Action 12): Working with the English learners is not unique to a specific grade level teacher or a specific subject matter teacher. All teachers, who have English learners in their classrooms, need to understand the demands of these learners and have the skills and strategies to support them learning both content and language effectively. These actions support professional development designed to address working with English learners over and above core subject professional development.

Instructional Support Staff (Action 13): Having support staff who speak the primary language of the student can be a key factor in the student progressing to independence in the new language - English. Providing additional support staff for these students is the main focus of this action.

Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	\$330,234,980	\$324,711,675	\$309,146,341	\$330,234,980	\$336,991,684
1000-1999 Certificated Salaries	129,831,654	127,320,208	121,403,023	129,831,654	123,209,007
2000-2999 Classified Salaries	43,309,256	42,503,074	30,362,693	43,309,256	45,944,653
3000-3999 Employee Benefits	47,546,115	47,350,752	53,841,728	47,546,115	57,489,957
4000-4999 Books and Supplies	23,356,165	23,069,686	19,646,514	23,356,165	31,206,034
5000-5999 Services and Other Operating Expenses	74,088,037	72,606,277	73,731,374	74,088,037	68,496,867
6000-6999 Capital Outlay	5,159,799	5,056,603	4,050,741	5,159,799	3,604,832
7000-7499 Other	6,943,954	6,805,075	6,110,268	6,943,954	7,040,334

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	\$330,234,980	\$324,711,675	\$309,146,341	\$330,234,980	\$336,991,684
After School Education & Safety	3,146,102	3,083,179	3,146,102	3,146,102	3,146,102
Federal Revenues - Title I	27,721,223	27,166,799	27,721,223	27,721,223	27,721,133
Federal Revenues - Title II	4,177,432	4,093,882	4,177,432	4,177,432	3,829,902
Federal Revenues - Title III	1,082,859	1,061,202	621,455	1,082,859	731,583
Other Federal Funds	22,190,257	21,746,452	22,256,488	22,190,257	22,153,690

Other State Revenues	39,422,466	38,931,066	42,590,122	39,422,466	39,422,466
Other Local Revenues	26,203,559	25,679,488	15,438,868	26,203,559	18,403,951
LCFF Base/Not Contributing to Increased or Improved Services	145,119,709	142,297,934	138,653,626	145,119,709	156,261,555
LCFF S & C/Contributing to Increased or Improved Services	61,171,373	60,651,673	54,541,025	61,171,373	65,321,302

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	\$330,234,980	\$324,711,675	\$309,146,341	\$330,234,980	\$336,991,684
1000-1999 Certificated Salaries	After School Education & Safety	287,047	281,306	287,047	287,047	287,047
1000-1999 Certificated Salaries	Federal Revenues - Title I	7,714,980	7,560,681	7,714,980	7,714,980	7,653,956
1000-1999 Certificated Salaries	Federal Revenues - Title II	2,698,154	2,644,190	2,698,154	2,698,154	3,045,684
1000-1999 Certificated Salaries	Federal Revenues - Title III	386,236	378,512	191,206	386,236	200,456
1000-1999 Certificated Salaries	Other Federal Funds	159,648	156,455	159,648	159,648	159,648
1000-1999 Certificated Salaries	Other State Revenues	15,742,537	15,427,687	15,742,537	15,742,537	15,872,091
1000-1999 Certificated Salaries	Other Local Revenues	26,912	26,374	0	26,912	25,860
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	70,644,785	69,231,889	68,462,908	70,644,785	65,848,695
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	32,171,355	31,613,114	26,146,543	32,171,355	30,115,570
2000-2999 Classified Salaries	After School Education & Safety	1,904,380	1,866,292	1,904,380	1,904,380	1,537,072

2000-2999 Classified Salaries	Federal Revenues - Title I	2,307,761	2,261,606	2,307,761	2,307,761	2,368,695
2000-2999 Classified Salaries	Federal Revenues - Title III	168,081	164,719	166,417	168,081	139,652
2000-2999 Classified Salaries	Other Federal Funds	8,375,638	8,208,125	8,380,750	8,375,638	8,375,638
2000-2999 Classified Salaries	Other State Revenues	3,078,202	3,016,638	3,078,202	3,078,202	3,078,202
2000-2999 Classified Salaries	Other Local Revenues	484,137	474,454	531,137	484,137	436,069
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	20,730,283	20,374,127	8,486,491	20,730,283	23,492,870
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	6,260,774	6,137,113	5,507,555	6,260,774	6,516,455
3000-3999 Employee Benefits	After School Education & Safety	269,630	264,237	269,630	269,630	636,938
3000-3999 Employee Benefits	Federal Revenues - Title I	2,519,400	2,469,012	2,519,400	2,519,400	2,560,300
3000-3999 Employee Benefits	Federal Revenues - Title II	1,479,278	1,449,692	1,479,278	1,479,278	784,218
3000-3999 Employee Benefits	Federal Revenues - Title III	219,826	215,430	107,536	219,826	98,852
3000-3999 Employee Benefits	Other Federal Funds	4,577,431	4,485,883	4,589,648	4,577,431	4,577,431
3000-3999 Employee Benefits	Other State Revenues	5,918,039	6,077,779	5,918,039	5,918,039	5,778,794
3000-3999 Employee Benefits	Other Local Revenues	199,915	195,917	190,001	199,915	220,537
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	23,485,362	23,037,826	30,910,078	23,485,362	31,246,643
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	8,877,234	9,154,976	7,858,118	8,877,234	11,586,244

4000-4999 Books and Supplies	After School Education & Safety	100,000	98,000	100,000	100,000	100,000
4000-4999 Books and Supplies	Federal Revenues - Title I	2,081,670	2,040,036	2,081,670	2,081,670	2,141,450
4000-4999 Books and Supplies	Federal Revenues - Title III	294,868	288,970	142,876	294,868	235,559
4000-4999 Books and Supplies	Other Federal Funds	7,868,392	7,711,023	7,868,392	7,868,392	7,870,094
4000-4999 Books and Supplies	Other State Revenues	1,110,082	1,106,829	1,110,082	1,110,082	1,119,773
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	4,288,397	4,202,627	1,164,193	4,288,397	8,744,003
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	7,612,756	7,622,201	7,179,301	7,612,756	10,995,155
5000-5999 Services and Other Operating Expenses	After School Education & Safety	435,231	426,526	435,231	435,231	435,231
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	13,097,412	12,835,464	13,097,412	13,097,412	12,996,732
5000-5999 Services and Other Operating Expenses	Other Federal Funds	536,457	525,728	585,359	536,457	498,188
5000-5999 Services and Other Operating Expenses	Other State Revenues	12,328,500	12,081,930	15,496,156	12,328,500	12,328,500
5000-5999 Services and Other Operating Expenses	Other Local Revenues	20,342,796	19,935,940	10,676,989	20,342,796	14,126,653
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	21,098,387	20,676,420	25,590,719	21,098,387	22,003,685
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	6,249,254	6,124,269	7,849,508	6,249,254	6,107,878
6000-6999 Capital Outlay	Other Local Revenues	5,149,799	5,046,803	4,040,741	5,149,799	3,594,832
6000-6999 Capital Outlay	LCFF Base/Not Contributing to Increased or Improved Services	10,000	9,800	10,000	10,000	10,000

LCFF S & C/Contributing to Increased or Improved Services	6,888,154	6,397,489	6,397,489
Goal 3:			
Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready.			
All Funding Sources	\$7,578,615	\$7,222,103	\$5,954,574
Federal Revenues - Title I	1,152,355	1,152,355	1,152,265
Other Federal Funds	375,124	375,124	376,826
Other State Revenues	1,406,650	1,406,650	1,406,650
LCFF S & C/Contributing to Increased or Improved Services	4,644,486	4,287,974	3,018,833

Goal 4:			
All staff will promote student engagement by building positive environments, inclusive of parent and community participation.			
All Funding Sources	\$23,421,719	\$23,482,409	\$22,997,546
Federal Revenues - Title I	19,298,614	19,298,614	19,298,614
Federal Revenues - Title II	2,088,716	2,088,716	1,741,186
Other State Revenues	35,097	35,097	35,097
LCFF S & C/Contributing to Increased or Improved Services	1,999,292	2,059,982	1,922,649

Goal 5:			
English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.			
All Funding Sources	\$3,751,324	\$4,359,470	\$4,008,194
Federal Revenues - Title III	621,455	1,082,859	731,583
LCFF S & C/Contributing to Increased or Improved Services	3,129,869	3,276,611	3,276,611

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual

Goal 1:

All students will meet or exceed state academic standards that will prepare them to compete in the global society.

All Funding Sources	\$60,093,248	\$58,988,171
After School Education & Safety	3,146,102	3,083,179
Federal Revenues - Title I	7,270,254	7,124,849
Federal Revenues - Title II	2,088,716	2,046,941
Other State Revenues	2,438,859	2,390,082
LCFF S & C/Contributing to Increased or Improved Services	45,149,317	44,343,120

Goal 2:

All staff and community partners will collaborate to ensure all necessary materials, equipment and supports are provided to students within a safe and well-maintained learning environment.

All Funding Sources	\$235,077,750	\$230,753,864
Other Federal Funds	21,815,133	21,378,831
Other State Revenues	35,541,860	35,128,071
Other Local Revenues	26,203,559	25,679,488
LCFF Base/Not Contributing to Increased or Improved Services	145,119,709	142,297,934
LCFF S & C/Contributing to Increased or Improved Services	6,397,489	6,269,540

Goal 3:

Students will have full access to a variety of courses and enroll in a scope of study that will prepare them to be college and career ready.

All Funding Sources	\$7,222,103	\$7,522,899
Federal Revenues - Title I	1,152,355	1,129,308
Other Federal Funds	375,124	367,621
Other State Revenues	1,406,650	1,378,518
LCFF S & C/Contributing to Increased or Improved Services	4,287,974	4,647,452

Goal 4:

All staff will promote student engagement by building positive environments, inclusive of parent and community participation.		
All Funding Sources	\$23,482,409	\$23,012,760
Federal Revenues - Title I	19,298,614	18,912,642
Federal Revenues - Title II	2,088,716	2,046,941
Other State Revenues	35,097	34,395
LCFF S & C/Contributing to Increased or Improved Services	2,059,982	2,018,782
Goal 5:		
English Learners will acquire the academic and linguistic skills needed to attain grade level proficiency and college/career readiness.		
All Funding Sources	\$4,359,470	\$4,433,981
Federal Revenues - Title III	1,082,859	1,061,202
LCFF S & C/Contributing to Increased or Improved Services	3,276,611	3,372,779

© 2019 - Los Angeles County Office of Education - Technology Services Division - All Rights Reserved